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ABSTRACT

This report is the third in a series devoted specifically to compiling comprehensive and timely information about public school teachers. The material in the document reflects data gathered from a nationwide questionnaire survey of samples of teachers in both elementary and secondary schools. The object of this report is to provide an account of the status of the American teaching profession at the beginning of the 1970's as well as of the changes that have occurred during the 1960's. The report is organized in eight sections, the first four of which concern different aspects of the teachers' professional lives. Two more sections cover their personal, civic, and community lives. One of these sections deals specifically with the characteristics of teachers as individuals and members of families and their economic status, while the other of these two sections deals with teachers' relations with their communities and their activities as citizens. The concluding section gives a compilation of data from preceding sections in the form of selected profiles describing the elementary teacher, the secondary teacher, the man teacher, and the woman teacher. The appendixes include (1) a technical note on sampling variation and the interpretation of statistical data, (2) a reproduction of the questionnaire used in the survey, and (3) complete tabulations of responses to all questions in the order of their occurrence in the questionnaire. Tables accompanying the text are for the most part confined to reporting trend data and combining selected material from the last appendix with comparable data from 1961 and 1966. (Author)

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1

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RESEARCH REPORT 1972-R3

Status of the American Public-School Teacher, 1970-71

EA 004 437

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Project Director: ELIZABETH C. MOFFATT, *Senior Staff Associate*

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FOREWORD

The NEA Research Division's studies of the status of the American Public-School Teacher represent a quinquennial census of the teaching profession, providing basic data on the professional and personal characteristics of teachers, the current status of their teaching conditions, their home and family life, economic status, and civic and community activities. Comparative data over a period of years provide identification of developing trends in the composition of the profession, the characteristics of teaching service, and the position of teachers in society. This information should be helpful to professional associations in the conduct of professional negotiations, development of legislative programs, and planning services to meet the needs and interests of their members, as well as to public officials and laymen concerned with the life and work of public-school teachers in the United States.

The current report presents data on the status of teachers in school year 1970-71 and on trends during the period 1961 to 1971, a decade marked by change no less in education than in other areas. Two changes may be briefly noted here:

- The continuing rapid expansion of the profession during the 1960's has brought into teaching a considerable number of new teachers, the addition of whom has contributed to making the teaching profession younger, more dynamic, and more professional.
- The widespread adoption of professional negotiations during the second half of the 1960's has contributed not only to a partial rise in the economic status of teachers but also improvements in teaching conditions.

It is hoped that the findings presented in this report will assist in identifying problems and opportunities for future positive developments in the teaching profession.

GLEN ROBINSON
Director, Research Division

4

CONTENTS

Foreword 4

Highlights 5

List of Trend Tables 7

I. Introduction 8

II. Professional Background 11

III. Teaching Assignment 24

IV. Professional Growth 46

V. Attitudes Toward the Profession 51

VI. Personal Life 58

VII. Community and Civic Life 79

VIII. Selected Profiles 90

Appendix A–Estimates of Sampling Variation 92

Appendix B–Questionnaire 96

Appendix C–Tabulation of Responses 102

HIGHLIGHTS

Highest degree held	**1961**	**1966**	**1971**
		Percent	
Less than bachelor's	14.6	7.0	2.9
Bachelor's	61.9	69.6	69.6
Master's or six years	23.1	23.2	27.1
Doctor's	0.4	0.1	0.4
Median years of experience			
Total years of experience			
All teachers	11.0	8.0	8
Men	7.1	6.5	8
Women	14.2	10	8
Years in present system:			
All teachers	6.2	5	5
Men	4.6	4	5
Women	7.4	5	5
Teachers teaching for first year		**Percent**	
All teachers	8.0	9.1	9.1
Men	10.9	8.1	9.8
Women	6.6	9.6	8.8
Distribution of teachers by school level		**Percent**	
Elementary	56.9	52.5	52.7
Elementary-secondary combinations	1.6	2.3	1.2
Junior high school	15.2	14.8	15.6
Junior-senior high school	6.6	6.9	4.6
Senior high school (3-year and 4-year)	19.7	23.5	26.0
Distribution of secondary teachers by subjects taught		**Percent**	
Agriculture	2.6	1.6	0.6
Art	2.2	2.0	3.7
Business education	7.6	7.0	5.9
English	19.0	18.1	20.4
Foreign language	4.1	6.4	4.8
Health and physical education	8.2	6.9	8.3
Home economics	5.1	5.9	5.1
Industrial arts	5.5	5.1	6.2
Mathematics	11.4	13.9	14.4
Music	1.7	4.7	3.8
Science	11.7	10.8	10.6
Social studies	12.9	15.3	14.0
Special education	0.3	0.4	1.1
Other	1.0	1.9	1.0
Two or more subjects, teaching each half-time or less	6.7	*	*

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*Excluded from this tabulation.

	1961	**1966**	**1971**
College credits earned in last 3 years		**Percent**	
Percent having earned credits:			
All teachers	...	...	61.1
Men	...	...	68.3
Women	...	...	57.4
Mean number of semester hours earned:			
All teachers	...	...	9
Men	...	...	12
Women	...	...	7
Median age			
All teachers	40.9	36	35
Men	33.6	33	33
Women	45.5	40	37
Race			**Percent**
Black	...	...	8.1
White	...	...	88.3
Other	...	...	3.6
Sex and marital status		**Percent**	
Men	31.3	31.1	34.3
Single	5.4	6.2	5.2
Married	25.2	24.3	27.9
Widowed, divorced, separated	0.7	0.6	1.1
Women	68.7	69.0	65.7
Single	16.9	15.8	14.2
Married	42.8	44.8	44.0
Widowed, divorced, separated	9.0	8.4	7.5
Percent with employed spouses (full or part time)		**Percent**	
All teachers	49.5	51.0	54.4
Men	32.4	35.7	44.9
Women	57.3	57.9	59.4
Married teachers	73.2	73.9	75.8
Married men	40.5	45.7	55.1
Married women	92.5	89.1	88.9
Teachers' children		**Percent**	
Percent who have children:			
All teachers	58.0	57.6	56.8
Men	70.8	66.0	65.6
Women	52.2	53.8	52.1
Home and car ownership		**Percent**	
Own home	...	61.6	66.9
Own car	...	95.9	94.8
One car	...	58.5	47.6
Two cars	...	35.3	43.6
Three or more cars	...	2.1	3.6

Mean annual contract salary*	**1961**	**1966**	**1971**
All teachers	$5,264	$6,253	$ 9,261
Men	5,568	6,639	9,854
Women	5,120	6,077	8,953

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*1961 figures include, 1966 and 1971 do not include, extra pay for extra duties.

Total income (including spouse's if married)			
All teachers	...	...	15,021
Single teachers*	...	...	10,385
Married teachers	...	...	17,093
Married men	...	...	15,006
Married women	...	...	18,510

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*Includes widowed, divorced, separated.

Pupil load			
Elementary teachers:			
Mean number of pupils in class	29	28	27
Secondary teachers:			
Mean number of periods taught per day	5	5	5
Mean number of pupils taught per day	138	132	134

Lunch period			
Mean number of minutes:			
All teachers	40	38	37
Elementary	44	41	39
Secondary	35	35	34
Percent of teachers who eat lunch with pupils:		Percent	
All teachers	38.8	46.9	30.5
Elementary	50.5	62.8	40.5
Secondary	23.1	29.4	19.6

Secondary teachers' unassigned periods per week		**Percent**	
No unassigned periods	21.4	22.9	19.4
1-4 unassigned periods	9.5	7.3	5.5
5 or more unassigned periods	69.1	69.8	75.0

Mean number of hours per week spent on all duties			
All teachers	47	47	47
Elementary	49	47	46
Secondary	46	48	48

Length of school year	**1966**	**1971**
Classroom teaching days:		
Mean number of days:		
All teachers	181	181
Elementary	181	181
Secondary	180	181
Mean number of nonteaching days:		
All teachers	5	4
Elementary	4	4
Secondary	5	5

Size of school staff		
Mean number of classroom teachers:		
All teachers	39	42
Elementary	23	25
Secondary	57	61
Mean number of additional professional personnel in school:		
All teachers	...	7
Elementary	...	4
Secondary	...	9

Teachers with male principals	**Percent**	
All teachers	...	89.1
Elementary	...	80.3
Secondary	...	98.8

Race of principal	**Percent**	
Black	...	5.7
White	...	91.7
Other	...	2.7

Race of majority of pupils taught	**Percent**	
Black	...	12.3
White	...	84.1
Other	...	2.0
No racial majority	...	1.7

Economic class of majority of pupils taught	**Percent**	
Upper class	...	0.9
Upper middle class	...	21.9
Lower middle class	...	36.8
Lower class	...	15.2
Mixed economic classes	...	25.2

Type of community where school is located	**Percent**	
Urban	...	34.4
City—250,000 or more population	...	20.8
Inner core	...	10.6
Other part of city	...	10.2
City—less than 250,000 population	...	13.6
Suburban	...	24.4
Rural or small town	...	41.2
Small town	...	28.0
Rural	...	13.2

LIST OF TREND TABLES

1. Highest degree held . . . 12
2. Recency of highest degree . . . 13
3. Type of institution at which teachers prepared for degrees . . . 13
4. Recency of entry into teaching profession . . . 14
5. Total years of teaching experience, including current year . . . 15
6. Years of teaching in present system, including current year . . . 16
7. Number of school systems in which teachers have taught, including present system . . . 18
8. Number of breaks in service . . . 19
9. Reasons for break (most recent) in service . . . 20
10. Activities last year and next year . . . 21
11. Classification of teaching assignment . . . 26
12. Departmentalization of elementary teachers . . . 27
13. Grades taught by elementary and secondary teachers . . . 27
14. Number of grades taught . . . 28
15. Subjects taught by secondary teachers . . . 29
16. Percent of total teaching time spent outside major field of preparation . . . 30
17. Number of pupils in class, elementary teachers not departmentalized . . . 30
18. Mean number of pupils per class, secondary teachers . . . 31
19. Number of pupils taught per day by secondary teachers . . . 31
20. Mean and median number of pupils in class, elementary teachers not departmentalized, by school system size, 1966 and 1971 . . . 31
21. Mean and median number of pupils taught per day, secondary teachers not departmentalized elementary teachers, by school system size, 1966 and 1971 . . . 31
22. Length of required school week . . . 32
23. Number of hours per week spent on noncompensated school related activities . . . 33
24. Number of hours per week devoted to all teaching duties . . . 34
25. Number of class periods per week in school, secondary teachers . . . 36
26. Average length of class periods, secondary teachers . . . 36
27. Number of periods per week taught by secondary teachers . . . 36
28. Number of unassigned periods per week, secondary teachers . . . 36
29. Length of lunch period . . . 37
30. Eating lunch with pupils . . . 38
31. Reason for eating lunch with pupils . . . 38
32. Length of school year . . . 40
33. Number of classroom teachers in school . . . 42
34. Membership in professional organizations . . . 50
35. Willingness to teach again . . . 54
36. Greatest help to teacher . . . 56
37. Greatest hindrance to teacher . . . 56
38. Age of teachers . . . 59
39. Father's occupation . . . 61
40. Sex and marital status . . . 63
41. Employment status of teacher's spouse . . . 64
42. Employment of teacher's spouse in teaching . . . 65
43. Number of children . . . 66
44. Age of children . . . 67
45. Home and car ownership, including those currently purchasing home or car . . . 72
46. Annual contract salary . . . 72
47. Sources of additional income . . . 75
48. Mean amount of additional income from various sources . . . 75
49. Types of employment from which extra earnings were received . . . 76
50. Mean amount of extra earnings from various types of employment . . . 76
51. Identity with community . . . 80
52. Location of teacher's residence . . . 81
53. Membership in organizations . . . 83
54. Hours per week during school year devoted to organizations . . . 85
55. Participation in 1964 and 1970 elections . . . 86
56. Candidacy for public office . . . 87
57. Service on active duty in U.S. Armed Forces . . . 89

I. INTRODUCTION

THE CONTINUING NEED for comprehensive and timely information about the public-school teachers of the United States led the NEA Research Division in 1956 to initiate a series of reports devoted specifically to this purpose. Every five years since that date, the division has conducted questionnaire surveys of nationwide samples of teachers in public elementary and secondary schools, covering various aspects of the teacher's professional, family, and civic life. Over the years as changes have occurred in the life of the nation and in education, the questionnaire has undergone revision and updating, so as to provide data of contemporary relevance as well as continuing information on matters of lasting importance to the teaching profession.

The most recent of these surveys was conducted in spring 1971. Results are reported here, together with selected comparative data from previous studies. The object of the report is to give an account of the status of the American teaching profession at the beginning of the 1970's and of the changes that have occurred during the 1960's.

Sampling Procedures

Selection of participants for the survey was accomplished by means of a two-stage sample design. The first stage was a probability sample of school systems drawn from a comprehensive file of public school systems, classified by enrollment into nine strata; each stratum was represented in the first-stage sample. Superintendents of the 406 school systems selected received a request for the directory or roster of teachers in the system for the current year, or in the case of some large school systems, for a random sample of teachers. All the superintendents in the sample responded with usable lists of names.

From these lists the second-stage sample was selected by using a sampling fraction that resulted in a self-weighting sample of 1,889 teachers. Each teacher in the United States had a 1-in-1,000 chance of being selected.

Questionnaire

In February 1971, a four-page, 64-item questionnaire was mailed to all teachers in the sample. Thirty-nine of the items on the questionnaire were identical with or closely similar to questions asked in one or more of the previous surveys. The questionnaire was composed of nine sections, as follows: (a) Professional Preparation, (b) Teaching Experience, (c) Present Teaching Assignment, (d) The Teacher and His Family, (e) The Teacher and the Community, (f) Professional Growth Activities, (g) Economic Status, (h) Retrospect and Prospect (on teaching career), and (i) Professional Satisfactions and Problems. The questionnaire is reproduced in full in Appendix B.

Follow-ups and Responses

Over a period of 12 weeks after the initial mailing, five follow-ups were conducted, resulting in a return of 1,592 questionnaires. Among these were a few respondents who could not be classified as classroom teachers according to the Research Division's definition of this term. For the purposes of this and other Research Division studies, a classroom teacher is one who is employed at least half-time during regular school hours in classroom teaching. Elimination of nonclassroom teachers produced an adjusted sample size of 1,819, of which the 1,533 usable replies received represent a response rate of 84.3 percent. See Table A.

Analysis of Data

Data were analyzed with reference to the following characteristics of respondents: sex, age, geographical region, size of school system, and school level (elementary- secondary). Table B gives the composition of the sample with regard to these subgroups.

Distribution of responses has not been reported for subgroups consisting of fewer than 250 respondents because of the larger sampling error involved. Means and medians, however, are reported wherever applicable except for subgroups of fewer than 100.

Related Studies

The two previous studies in this series, conducted in 1961 and 1966, offer comparable data on a number of items. Data from the 1956 study have not been included in this report for comparative purposes because of the difference in sampling methods in use at that time. Data from the 1961 survey were analyzed on slightly different bases from those used later; the 1961 study, however, does provide comparable data for subgroups based on sex and school level. The extensive analysis of data made in 1966 enables comparison in most cases with all 1971 subgroups reported.

In addition to conducting a national survey in 1971, the NEA Research Division also cooperated with 14 NEA-affiliated state education associations in surveying the status of teachers in Alabama, California, Florida, Georgia, Kansas, Kentucky, Michigan, New Jersey, Ohio, Pennsylvania, South Carolina, Tennessee, Washington, and Wisconsin. State questionnaires were developed by adapting the national questionnaire, and data were processed by the NEA Research Division. State associations will issue their own reports of findings, which are therefore not included in this report.

TABLE A.–SAMPLE AND RESPONSE, SURVEY OF STATUS OF AMERICAN PUBLIC-SCHOOL TEACHERS, 1970-71

Group 1	Number or percent 2
Sample size–number of questionnaires mailed	1,889
Number returned and identified	1,592
Number of replies from persons selected in the sample who were not currently classroom teachers	58
Adjusted sample size, omitting the estimated total number other than full-time classroom teachers	1,819
Number of usable replies from full-time classroom teachers	1,533
Percent of response, based on adjusted sample size	84.3

TABLE B.–COMPOSITION OF SAMPLE BY SUBGROUPS

Item 1	Number 2	Percent 3
SEX		
Men	526	34.3
Women	1,007	65.7
AGE		
Under 30	562	37.1
30-39	345	22.8
40-49	270	17.8
50 or more	338	22.3
GEOGRAPHICAL REGION*		
Northeast	351	22.9
Southeast	310	20.2
Middle	498	32.5
West	374	24.4
SCHOOL SYSTEM SIZE		
25,000 or more enrollment	432	28.2
3,000-24,999 enrollment	689	44.9
Less than 3,000 enrollment	412	26.9
SCHOOL LEVEL		
Elementary	807	52.6
Secondary	726	47.4

*NORTHEAST–Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, SOUTHEAST–Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, MIDDLE–Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin, WEST–Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming,

Organization of the Report

This report is organized in eight sections including this introduction. The first four sections following the introduction concern different aspects of the teacher's professional life, as follows: (II) Professional Background, covering preparation and experience; (III) Teaching Assignment, including characteristics of the teacher's present position and conditions of service and characteristics of his school's staff and pupils; (IV) Professional Growth; and (V) Attitudes Toward the Profession. Two more sections, VI and VII, cover, respectively, the teacher's personal life and his civic and community life. The former reports on the characteristics of teachers as individuals and members of families and on their economic status. The latter deals with teachers' relations with their communities and their activities as citizens. The concluding section (VIII) gives a compilation of data from preceding sections in the form of selected profiles describing the elementary teacher and the secondary teacher, the man teacher and the woman teacher.

In addition, three appendixes include the following material: Appendix A is a technical note on sampling variation and the interpretation of statistical data; Appendix B reproduces the questionnaire used in the survey; and Appendix C gives complete tabulations of responses to all questions in the order of their occurrence in the questionnaire.

Each of the six sections (II-VII) which report results opens with a brief summary of major findings and trends in the area under discussion. These are subsequently discussed in more detail, together with additional points the importance of which does not warrant their inclusion in the summary. To avoid unnecessary repetitions, material included in the appendixes is not reproduced in conjunction with the text. Therefore, the reader is repeatedly referred to the appropriate sections of the appendixes for the exact wording of questions and for complete tabulations of responses. Tables accompanying the text are for the most part confined to reporting trend data, combining selected material from Appendix C with comparable data from 1961 and 1966.

Caution

In using these data, the reader is advised to keep in mind that they are sample results and therefore small differences may not be statistically significant. Appendix A should be consulted for assistance in interpreting doubtful points.

II. PROFESSIONAL BACKGROUND

Summary of Major Findings and Trends

- Nondegree teachers almost entirely disappeared from the profession during the 1960's Ninety-seven percent of 1971 teachers hold at least a bachelor's degree. Bachelor's degrees increased in the first half of the decade, master's degrees in the second half.
- Men continue to have academic qualifications superior to those of women, but women have improved their credentials greatly in the past decade, with a large increase in bachelor's degrees and a small increase in master's degrees.
- Small school systems still lag behind large and medium-size systems in the preparation level of their teachers but show some signs of catching up. Nondegree teachers in small systems have been greatly reduced since 1966, but higher degrees are still sparser than in medium or large systems.
- Two teachers in 5 have received their highest degrees within the past five years.
- An increasing majority of teachers have obtained their degrees from public institutions. Three-fourths of all bachelor's and of all master's degrees held by 1971 teachers came from public institutions.
- Thirty-five percent of the 1971 teaching force entered the profession within the previous five years.
- About 1 teacher in 10 was teaching for the first time during the 1970-71 school year.
- The collective experience of teachers decreased from a median of 11 to a median of eight years during the past decade.
- Men teachers have more experience than they did 10 years ago; women teachers have less. The median for both sexes is now the same.
- Large and medium systems have more experienced teachers than small systems, but the experience of teachers in large systems has decreased in the past five years.
- About half of all teachers have taught in more than one school system.
- Approximately 3 teachers in 8 have moved from one school system to another in the state where they are now teaching. One teacher in 5 has moved across state lines during his career, and 1 teacher in 9 has lost retirement credit because of interstate mobility.
- Broken service is rarer among teachers than it used to be. Ten years ago more than half of all women teachers had had at least one break in service, but in 1971, 6 women in 10, and two-thirds of all teachers, reported no breaks in service.
- Nearly 9 teachers in 10 planned to continue teaching in the 1971-72 school year. The vast majority intended to continue in the same school system, but 5 percent planned to move to another system.

Preparation

Questions 1, 2, and 3 concerned, respectively, the highest degree held by the teacher, the year in which the highest degree was received, and the type of institution from which each degree was received. See Appendix B, page 96, and Appendix C, pages 102-104.

Highest degree held. Table 1 shows the upgrading of teachers' preparation since 1961. The percentage of nondegree teachers decreased by about half from 15 to 7 percent from 1961 to 1966 and again by about half from 7 to 3 percent from 1966 to 1971. Teachers with the bachelor's as their highest degree rose from 62 to 70 percent between 1961 and 1966, but show no change since; those with a master's degree or six years of preparation, having shown no significant change in the first half of the decade, have increased from 23 to 27 percent in the last 5 years.

The change has occurred chiefly among women, raising them to the same level of minimum qualification as men. In 1961, 1 woman in 5 lacked a degree, but by 1971 almost all women (97 percent), like almost all men (98 percent), had at least a bachelor's degree. The increase in women with a master's degree or six years from 16 to 19 percent, though small, is statistically significant. Men teachers, however, still greatly exceed women in the proportion with advanced degrees.

Because men teachers are concentrated in secondary schools, the upgrading of teachers' academic credentials has had greatest impact at the elementary level where most teachers are women. The proportion of elementary teachers without degrees has been reduced from about 1 in 4 in 1961 to 1 in 20 ten years later. Higher degrees also show an increase among elementary teachers but are still more prevalent at the secondary level.

Nondegree teachers have tended to comprise a larger proportion of the older teachers who entered the profession some time ago when lower standards of admission were in effect. In 1966, teachers without degrees amounted to 18 percent of those age 50 or older, a much larger percentage than found in any of the younger age groups. Retirement and replacement by better qualified younger teachers, combined with the imposition of degree require-

Table 1. Highest degree held

	Total			Sex						School level					
				Men			Women			Elementary			Secondary		
	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971
Less than bachelor's	14.6	7.0	2.9	4.2	1.6	2.1	19.3	9.5	3.4	23.8	12.9	4.6	2.3	0.6	1.1
Bachelor's	61.9	69.6	69.6	55.1	63.2	54.8	65.1	72.6	77.4	62.2	71.4	74.5	61.6	67.7	64.2
Master's or six years	23.1	23.2	27.1	39.8	34.8	42.6	15.5	17.9	19.0	13.9	15.7	20.9	35.4	31.5	33.9
Doctor's	0.4	0.1	0.4	0.9	0.4	0.6	0.1	. . .	0.3	0.1	. . .	. . .	0.7	0.3	0.8
Number reporting . .	1,881	2,344	1,533	590	730	526	1,291	1,614	1,007	1,071	1,230	807	810	1,114	726

	Age							
	Under 30		30–39		40–49		50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
Less than bachelor's . . .	2.9	0.6	2.3	2.9	4.7	1.8	17.7	7.7
Bachelor's	86.3	83.8	67.2	62.6	57.8	60.4	58.9	61.4
Master's or six years . . .	10.8	15.7	30.3	33.6	37.4	37.0	32.1	30.7
Doctor's	. . .	. . .	0.2	0.9	. . .	0.7	0.3	0.3
Number reporting	781	562	524	345	403	270	593	339

	School system size						Geographical Region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Less than bachelor's . .	2.5	1.4	4.2	2.6	14.2	5.1	7.1	3.7	4.3	1.9	12.3	4.6	3.4	0.8
Bachelor's	68.7	66.2	70.1	67.9	69.7	76.0	64.7	59.5	77.2	77.4	67.2	69.3	70.5	73.0
Master's or six years . .	28.3	31.9	25.7	28.9	16.0	18.9	28.0	35.9	18.2	20.0	20.6	26.1	26.2	25.9
Doctor's	0.5	0.5	. . .	0.6	. . .	. . .	0.2	0.9	0.4	0.6	. . .	. . .	. . .	0.3
Number reporting	559	432	1,032	689	753	412	556	351	517	310	682	498	589	374

ments, have reduced this percentage to 8 percent in 1971, which is still significantly larger than that found among younger teachers. A concomitant change has been the increase in advanced degrees among the oldest teachers, the proportion of which now approaches that found in the 30-39 and 40-49 age groups. A further sign of upgrading in teachers' preparation is the increase of master's degrees among teachers under age 30 from 11 to 16 percent in the past five years.

Small school systems showed a much larger percentage of nondegree teachers in 1966 than medium-size or large systems. This percentage has decreased considerably in the past five years, from 14 to 5 percent, but the proportion of teachers in small systems with degrees beyond the bachelor's, less than 2 in 10, is still much smaller than the approximately 3 teachers in 10 in medium and large systems who hold higher degrees.

Possession of at least a bachelor's degree is now in general about equally widespread geographically. A substantial decrease since 1966 in nondegree teachers in the Middle states has brought this region more into line with the rest of the country. Advanced degrees, however, vary in different regions. In the Northeast, teachers with a master's degree or six years have increased from 28 to 36 percent since 1966. This region now has the highest percentage of teachers with advanced degrees; the Southeast has the lowest percentage.

Recency of degrees. Table 2 compares the recency with which 1966 and 1971 teachers had received their highest degrees and shows little change between the two years. Since the question asked respondents just to indicate the year in which they had received their highest degrees without specifying whether the degree was a bachelor's or higher degree, the more than 40 percent found obtaining degrees within the previous five years reflects both the influx of new teachers after completing their bachelor's and the concern of experienced teachers for continuing their education.

Table 2. Recency of highest degree

	1966	1971
Within previous 5 years	41.2	43.0
6 - 10 years ago	19.1	18.5
11 - 20 years ago	17.9	20.1
More than 20 years ago	14.8	15.4
Have less than bachelor's degree . .	7.0	3.0
Number reporting	2,332	1,5523

Table 3. Type of institution at which teachers prepared for degrees

	1961	1966	1971
BACHELOR'S DEGREE			
Public	69.5	70.6	76.3
Nonpublic	30.6	29.4	23.7
Number reporting	1,582	2,101	1,438
MASTER'S DEGREE			
Public	. . .	66.1	76.1
Nonpublic	. . .	33.8	23.9
Number reporting	. . .	526	410

Men's degrees tend to be more recent than women's. Two factors may account for this: men are younger than women and they are more likely than women to obtain degrees beyond the bachelor's.

Although the recency of teachers' degrees naturally correlates with age, it is interesting to note that 22 percent of teachers age 50 or older received their highest degree within the past 10 years (i.e., at age 40 or later) and 9 percent within the past five years (i.e., at age 45 or later).

Type of institution. Classification of the type of institution at which a teacher prepared may be made on two bases: (a) whether the institution is publicly supported or not; and (b) whether it is primarily an undergraduate institution for the training of teachers or a comprehensive institution of higher education. On the first basis, Table 3 compares the type of institution from which bachelor's degrees had been obtained by 1961, 1966, and 1971 teachers and from which master's degrees were obtained by 1966 and 1971 teachers. Data show an increase between 1966 and 1971 from 71 to 76 percent in bachelor's degrees, and an even larger increase from 66 to 76 percent in master's degrees, taken by teachers at public institutions.

To classify institutions on the second basis, both public and nonpublic institutions were subdivided into colleges or universities with professional schools such as law and medicine and colleges or universities without such professional schools. A majority of bachelor's degrees, 64 percent, were found to have been received from undergraduate institutions without professional schools, while a majority of master's degrees, 58 percent, had been received from institutions with professional schools. The latter finding indicates that most teachers with advanced preparation for their profession have received that preparation in the same kind of professional atmosphere as the members of other professions. Such teachers, however, constitute only about 15 percent of the teaching profession as a whole.

Experience

An important factor to keep in mind in considering data on teaching experience is the over-all growth of the teaching profession during the 1960's. The total number of classroom teachers in public elementary and secondary schools, reported by the NEA Research Division's *Estimates of School Statistics,*[1] increased from 1,403,336 in 1960-61 to 1,710,888 in 1965-66 and to 2,062,243 in 1970-71, for a total increase of 658,907 or 47 percent over the decade. Viewed from the terminal point of the decade, this means that 32 percent of 1971 teachers were filling new positions added to the profession during the preceding 10 years. The inevitable effect of such growth is to bring into the profession a substantial number of new teachers above and beyond those replacing former teachers lost by normal attrition. This has an obvious bearing on questions related to the length, variety, and continuity of experience shown by teachers as a whole.

Length of service. Questions 4 and 5 concerned, respectively, the year in which the teacher first began full-time teaching, and the number of years of experience he had had both in his total career and in the school system in which he was currently teaching. See Appendix B, page 96, and Appendix C, pages 105-107.

Table 4 compares the recency with which 1966 and 1971 teachers entered the profession, while Tables 5 and 6 give the 10-year trend in, respectively, the total length of teachers' experience

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[1] *Estimates of School Statistics,* 1971-72, page 13.

Table 4. Recency of entry into teaching profession

			Sex				School level			
	Total		Men		Women		Elementary		Secondary	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Within previous 5 years	35.1	35.3	40.9	37.1	32.4	34.3	29.5	33.9	41.2	36.8
6 - 10 years ago	16.7	18.4	26.6	22.7	12.1	16.1	13.7	14.8	20.0	22.3
11 - 20 years ago	17.4	22.0	22.5	27.8	15.1	19.1	16.5	21.7	18.4	22.5
More than 20 years ago	30.9	24.3	9.8	12.4	40.4	30.5	40.3	29.6	20.5	18.3
Number reporting	2,335	1,525	728	525	1,607	1,000	1,223	802	1,112	723

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Within previous 5 years	31.5	37.1	37.2	33.2	34.8	36.7	39.3	37.6	31.3	30.9	36.2	37.9	33.1	33.2
6-10 years ago	19.4	19.3	16.7	18.7	14.6	16.8	20.2	19.8	12.6	19.5	15.1	16.5	18.7	18.4
11-20 years ago	22.7	25.7	17.0	23.0	14.0	16.8	16.2	22.4	18.2	22.1	16.2	18.4	19.0	26.7
More than 20 years ago	26.4	17.9	29.1	25.0	36.6	29.7	24.3	20.1	37.8	27.4	32.5	27.2	29.2	21.6
Number reporting	556	431	1,030	683	749	411	555	348	514	307	677	496	589	374

Table 5. Total years of teaching experience, including current year

	Total			Sex						School level					
				Men			Women			Elementary			Secondary		
	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971
One year	8.0	9.1	9.1	10.9	8.1	9.8	6.6	9.6	8.8	6.5	7.4	7.6	10.0	11.0	10.8
Two years	6.3	9.3	7.7	9.4	10.0	6.7	4.9	9.1	8.2	5.1	8.8	7.6	8.0	10.0	7.7
3 - 4 years	13.2	14.4	15.6	18.6	17.0	15.7	10.7	13.2	15.5	11.2	12.2	16.4	15.9	16.7	14.7
5 - 9 years	19.4	21.7	24.0	26.1	30.7	26.0	16.3	17.7	23.0	18.2	19.8	21.4	21.0	23.9	27.0
10 - 14 years	15.1	14.2	15.6	17.7	15.3	20.1	13.8	13.7	13.3	13.7	14.1	14.3	16.8	14.3	17.2
15 - 19 years	10.4	9.8	9.7	3.9	8.5	9.8	13.4	10.4	9.6	13.1	11.0	10.4	6.7	8.5	8.9
20 or more years	27.6	21.4	18.3	13.4	10.4	12.1	34.3	26.5	21.6	32.2	26.7	22.5	21.6	15.7	13.7
Number reporting	1,852	2,332	1,523	586	730	523	1,266	1,602	1,000	1,050	1,220	800	802	1,112	723
Mean	13	12	11	9	9	10	15	13	12	15	13	12	11	10	10
Median	11.0	8.0	8	7.1	6.5	8	14.2	10.0	8	13.3	10.[illegible]	8	8.8	7.0	7

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
One year	7.7	6.7	9.2	9.5	10.0	11.0	8.5	6.3	8.3	8.8	9.9	10.7	9.4	9.9
Two years	7.4	6.5	10.3	7.6	9.5	9.0	11.9	6.6	7.9	6.2	9.5	8.7	8.0	8.6
3 - 4 years	13.1	19.3	14.6	12.9	15.0	16.1	16.8	21.2	12.8	12.4	13.4	15.4	14.5	13.1
5 - 9 years	22.8	24.6	22.3	24.2	20.2	23.2	24.9	24.4	16.9	26.5	21.7	23.0	23.1	23.1
10 - 14 years	16.0	18.6	14.8	15.5	12.0	12.7	13.2	18.1	13.0	12.1	14.6	13.1	15.7	19.6
15 - 19 years	11.2	10.2	8.4	11.0	10.7	6.8	7.2	8.6	9.9	11.8	10.8	8.9	10.9	9.9
20 or more years	21.8	14.1	20.5	19.3	22.6	21.1	17.6	15.0	31.2	22.2	20.0	20.2	18.3	15.8
Number reporting	556	431	1,027	683	749	409	554	349	516	306	677	495	585	373
Mean	13	10	11	12	12	11	11	10	14	12	12	11	11	11
Median	9.0	8	8.0	8	8	7	7.0	7	11.0	8	8.0	7	8.0	8

and the length of their service in their present school systems.

Data indicate a fairly constant rate of entry by new teachers into the profession during the 1960's. In 1966, 35 percent of all teachers had entered the profession between 1961 and 1965, and a similar 35 percent of 1971 teachers entered between 1966 and 1970 (Table 4). Percentages of those teaching for the first year in 1961,1966, and 1971 do not show significant difference (Table 5).

At the other end of the spectrum, however, a decrease has occurred in the proportion of the profession representing older teachers with long service. The percentage of teachers with 20 or more years of total teaching experience declined from 28 to 18 percent over the decade as a whole (Table 5), while the percentage of teachers who had begun their careers more than 20 years earlier decreased from 31 to 24 percent just in the second half of the decade (Table 4).

This change has taken place among women and has had its principal effect at the elementary level. In 1961, one-third of all women teachers had 20 or more years of experience; by 1971, this proportion was down to about one-fifth (Table 5). Again, the proportion of women who entered the profession more than 20 years ago dropped from 4 in 10 to 3 in 10 between 1966 and 1971 (Table 4). Changes among elementary teachers are closely similar to these. Elementary schools, however, continue to have a larger proportion of teachers with long experience who began their careers many years ago than secondary schools, although the percentage of secondary teachers with 20 or more years of experience has also decreased since the beginning of the decade.

The general trend has been to a decrease, occurring chiefly in the first half of the decade, in the total years of experience among teachers as a whole. The median for all teachers dropped from 11 to 8 years' total experience between 1961 and 1966, although there is no evidence of further change in 1971. The mean in total years of experience, however, which had decreased from 13 to 12 years in the first half of the decade, continued decreasing to 11 years over the second five-year period.

Men and women teachers exhibit contradictory trends in experience. The experience of women teachers decreased throughout the decade, with the median falling from 14 years in 1961 to 10 years in 1966 to 8 years in 1971; but the experience of men teachers increased in the second half of the decade, with the median rising from 6-1/2 years in 1966 to 8 years in 1961.[2] These trends show predictable effects on the experience patterns of elementary and secondary teachers. Experience of elementary teachers declined throughout the decade; that of secondary teachers decreased slightly in the first half of the decade but shows no change

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[2] Decimals were not carried on means and median in the 1971 survey.

Table 6. Years of teaching in present system, including current year

				Sex						School level					
	Total			Men			Women			Elementary			Secondary		
	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971
One year	. . .	17.8	16.5	. . .	16.9	15.7	. . .	18.2	16.9	. . .	15.4	15.6	. . .	20.3	17.3
Two years	. . .	12.5	11.7	. . . .	14.4	9.3	. . .	11.7	12.9	. . .	11.8	11.4	. . .	13.4	11.9
1 - 2 years	26.7	30.3	28.2	32.7	31.3	25.0	24.0	29.9	29.8	24.3	27.2	27.0	30.0	33.7	29.2
3 - 4 years	18.0	17.4	19.4	21.8	20.1	20.7	16.3	16.2	18.6	17.5	16.1	19.2	18.7	18.8	19.5
5 - 9 years	22.0	21.7	23.4	25.0	26.1	25.8	20.6	19.7	22.1	20.3	21.7	23.1	24.2	21.8	23.6
10 - 14 years	11.1	13.0	13.3	9.4	11.8	16.5	11.9	13.6	11.7	12.6	15.1	12.1	9.2	10.8	14.7
15 - 19 years	8.1	6.8	7.0	4.4	6.0	5.7	9.8	7.2	7.7	8.7	7.1	7.6	7.2	6.5	6.3
20 or more years . .	14.1	10.6	8.8	6.7	4.7	6.2	17.4	13.5	10.2	16.6	12.7	10.8	10.7	8.5	6.6
Number reporting . .	1,870	2,287	1,416	588	721	492	1,282	1,566	924	1,063	1,191	735	807	1,096	681
Mean	9	8	8	6	7	7	10	9	8	10	9	8	8	7	7
Median	6.2	5.0	5	4.6	4.0	5	7.4	5.0	5	7.0	6.0	5	5.3	4.0	5

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
One year	13.1	12.2	18.5	16.1	20.4	21.5	15.9	14.5	14.5	16.3	19.2	18.6	20.5	15.6
Two years	9.7	9.4	13.2	11.5	13.7	14.3	14.3	7.4	10.6	11.3	13.0	14.0	12.1	12.7
1 - 2 years	22.8	21.6	31.7	27.6	34.1	35.8	30.2	21.9	25.6	27.6	32.2	32.6	32.6	28.3
3 - 4 years	14.3	22.6	17.5	18.3	19.6	17.8	18.1	23.4	16.8	16.3	16.5	18.6	18.4	19.1
5 - 9 years	24.1	24.4	22.2	24.0	19.3	21.2	22.1	26.2	18.2	24.1	24.3	22.5	21.5	21.4
10 - 14 years	17.6	16.2	12.4	13.5	10.5	10.1	11.0	12.0	13.0	12.1	13.1	12.5	14.9	16.8
15 - 19 years	7.9	6.6	6.8	7.6	6.0	6.4	6.0	6.8	10.2	7.4	5.7	6.7	5.9	7.2
20 or more years	13.2	8.6	9.5	9.1	10.5	8.8	12.7	9.8	16.4	12.4	8.2	7.1	6.7	7.2
Number reporting	544	394	1,008	645	735	377	547	325	501	282	662	463	577	346
Mean	10	8	8	8	8	7	8	8	10	9	8	7	7	7
Median	7.0	5	5.0	5	4.0	4	5.0	5	6.0	5	5.0	4	4.0	5

in the second half, most likely as a result of the balancing effect created by the newly increasing experience of men and the continued decreasing experience of women.

Further evidence exists which suggests the possibility of departure from traditional career patterns of men and women. Men, it has long been assumed, tend to leave teaching either for more lucrative employment outside education or for positions in educational administration. Women, on the other hand, supposedly tend to occupy themselves with teaching before and after marrying and raising their families. The distribution of responses by sex in Table 4 lends substance to these ideas. Two-thirds of all women teaching in 1971 had begun their careers either within the previous five years or more than 20 years earlier, while 6 men in 10 were recent entrants to the profession, having begun their careers within the previous 10 years. However, there are signs of change: the percentage of women in the middle range, who began their careers between 5 and 20 years before, has increased from 27 to 35 percent between 1966 and 1971; and the percentage of men whose careers started more than 10 years ago has risen from 32 to 40 percent in the same time. The increase in proportion of men with between 10 and 20 years' total experience from about 2 in 10 to 3 in 10 over the decade as a whole also suggests that men are staying with teaching longer than they used to.

Large school systems have lost the unique position they held five years ago when they had teachers of greater experience and longer service with the system than medium or small systems. The median has declined from 9 to 8 years in total experience (Table 5) and from 7 to 5 years in length of service with the system (Table 6) among teachers in large systems. This change has apparently come about through the replacement of older teachers of long experience by beginning teachers within the past five years. The percentage of teachers in large systems who began teaching more than 20 years ago has decreased substantially (Table 4) as has the percentage with at least 20 years of total experience (Table 5), while percentages of teachers with 3-4 years' total experience (Table 5) and with 3-4 years' service with the system (Table 6) show increases of similar magnitude.

Small systems, however, continue to have teachers both of lesser total experience and of lesser experience with the system than medium or large systems. Nearly 3 teachers in 8 in small systems are in their first two years of service with the system.

Geographically, the most noteworthy feature in teaching experience is the decrease in the Southeast since 1966. The median in total experience has fallen from 11 to 8 years and the proportion of teachers with 20 or more years of experience decreased from 31 to 22 percent (Table 5), while the percentage who had started teaching more than 20 years earlier declined from 38 to 27 percent. These changes have brought the Southeast more into line with the rest of the country in the length of service of its teachers.

Mobility. Question 6 asked respondents to specify the number of other school systems in which they had taught in the same state where they were currently teaching and the number of systems in which they had taught in another state. Question 7 followed up by asking those who had taught in other states whether they had lost retirement credit and how many years of credit had been lost. See Appendix B, page 96, and Appendix C, pages 108-110.

Table 7 compares the total number of school systems including the present one in which 1966 and 1971 teachers had taught. The slight decrease from 55 to 52 percent in teachers who had moved from one system to another is statistically significant. In both surveys, teachers who had moved were found to be about evenly divided between those who had taught in only one additional system and those who had taught in more systems.

Women and elementary teachers have tended to show more mobility than men and secondary teachers, but mobility among the two former groups has decreased since 1966. This change may be related to the decreased total experience of women and elementary teachers.

Younger teachers with shorter experience behind them have naturally taught in fewer systems than older teachers. Among teachers age 50 and older, nearly 3 in 4 have moved at least once and 3 in 10 have taught in four or more school systems (i.e., changed teaching jobs at least three times.)

Teachers in large systems are less likely to have moved than those in medium systems, and those in medium systems less likely than those in small systems, while the Northeast has fewer mobile teachers than the rest of the country. Similar mobility patterns related to system size and geograph-

Table 7. Number of school systems in which teachers have taught, including present system

	Total		Sex: Men		Sex: Women		School level: Elementary		School level: Secondary	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
One system	45.1	48.6	52.7	54.3	41.7	45.5	41.2	47.2	49.4	50.0
Two systems	26.7	27.1	27.8	26.7	26.2	27.2	25.9	27.0	27.6	27.1
Three systems	13.7	12.9	10.0	11.1	15.4	13.8	15.1	13.2	12.2	12.5
Four or more systems	14.4	11.5	9.5	8.0	16.7	13.4	17.8	12.6	10.8	10.3
Number reporting	2,335	1,460	729	505	1,606	955	1,222	758	1,113	702
Mean	2	2	2	2	2	2	2	2	2	2
Median	2.0	2	1.0	1	2.0	2	2.0	2	2.0	2

	Age: Under 30		Age: 30–39		Age: 40–49		Age: 50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
One system	67.7	70.5	45.4	36.6	34.9	42.8	22.8	27.3
Two systems	25.9	22.7	28.2	34.7	28.2	27.6	24.5	26.0
Three systems	5.4	5.8	17.0	18.4	16.7	15.2	19.8	17.5
Four or more systems	1.0	1.1	9.4	10.2	20.2	14.4	32.9	29.2
Number reporting	781	556	524	331	401	250	587	308
Mean	1	1	2	2	2	2	3	3
Median	1.0	1	2.0	2	2.0	2	3.0	2

	School system size: Large		School system size: Medium		School system size: Small		Geographical region: Northeast		Geographical region: Southeast		Geographical region: Middle		Geographical region: West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
One system	55.3	58.9	45.1	47.9	37.7	38.5	58.6	57.5	45.1	47.2	39.9	42.8	38.5	48.7
Two systems	23.0	24.8	29.1	26.1	26.2	31.0	24.9	26.4	28.4	26.9	26.7	28.1	26.9	26.5
Three systems	12.4	8.1	13.5	15.5	15.1	13.6	9.5	10.3	14.2	15.5	16.3	14.6	14.3	11.[illegible]
Four or more systems	9.3	8.1	12.3	10.4	21.1	16.9	7.0	5.8	12.3	10.4	17.1	14.6	20.3	13.9
Number reporting	557	419	1,029	651	749	390	555	341	514	290	679	474	587	355
Mean	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Median	1.0	1	2.0	2	2.0	2	1.0	1	2.0	2	2.0	2	2.0	2

ical region were also found in 1966, but the percentage of mobile teachers in the West has decreased since then.

Teachers are more likely to have moved within the same state than across state lines. Almost twice as many report that they have taught in another system in the same state (39 percent) as report that they have taught in other states (20 percent). Seven percent of all teachers have taught both in another state and in another system in the same state where they are now teaching.

Inter- and intra-state mobility among teachers in different size school systems and different geographical regions do not conform to system-size and geographical patterns of over-all mobility. Fewer teachers in large systems than elsewhere

Table 8. Number of breaks in service

	Total			Sex					
				Men			Women		
	1961	1966	1971	1961	1966	1971	1961	1966	1971
None	55.9	62.2	66.4	76.0	80.5	79.4	46.6	53.9	59.6
One break		26.7	24.0		16.4	17.0		31.3	27.7
Two breaks	44.1	8.3	7.2	24.0	2.7	3.0	53.4	10.8	9.4
Three breaks		1.9	2.0		. . .	0.6		2.8	2.7
Four or more breaks .		0.9	0.4		0.3	. . .		1.2	0.6
Number reporting . . .	1,837	2,337	1,526	583	730	525	1,254	1,607	1,001

	Age							
	Under 30		30–39		40–49		50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
None	90.8	90.7	66.2	65.2	49.6	56.5	31.3	35.0
One break	8.6	8.9	24.3	24.9	35.0	29.0	46.1	44.0
Two breaks	0.5	0.4	7.1	8.4	10.9	10.0	17.3	15.6
Three breaks	0.1	. . .	1.1	1.4	3.5	3.3	3.6	4.5
Four or more breaks . . .	. . .	. . .	1.3	. . .	1.0	1.1	1.7	0.9
Number reporting	781	562	523	345	403	269	588	334

	School system size					
	Large		Medium		Small	
	1966	1971	1966	1971	1966	1971
None	67.3	73.6	63.7	65.5	56.4	60.5
One break	23.9	19.7	26.3	24.9	29.2	27.1
Two breaks	6.1	3.7	7.2	7.9	11.3	9.8
Three breaks	1.3	2.5	1.7	1.5	2.7	2.2
Four or more breaks	1.4	0.5	1.1	0.3	0.4	0.5
Number reporting . .	557	432	1,030	684	750	410

	Geographical region							
	Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971
None	71.7	72.6	56.6	66.3	59.9	63.6	60.8	64.4
One break	22.2	22.5	30.6	24.6	28.1	24.8	25.7	23.7
Two breaks	4.9	3.4	9.7	7.8	9.6	8.7	8.7	8.4
Three breaks	0.7	0.9	2.7	1.3	1.8	2.0	2.6	3.5
Four or more breaks	0.5	0.6	0.4	. . .	0.6	0.8	2.2	. . .
Number reporting . .	555	351	516	309	679	495	587	371

Table 9. Reasons for break (most recent) in service

			Sex			
	Total		Men		Women	
	1966	1971	1966*	1971	1966	1971
Marriage or full-time homemaking	11.9	6.4	...	0.2	17.4	9.7
Maternity or child-rearing	11.7	12.5	...	0.2	17.0	18.9
Spouse's work took us to another community	1.2	0.9	...	...	1.7	1.4
Further study	3.8	3.7	...	5.7	3.1	2.7
Employment in a position outside education	3.9	3.5	...	6.9	2.6	1.7
Employment in another educational position	0.2	0.5	...	0.2	0.2	0.6
Military service	1.6	1.8	...	4.8	0.2	0.3
Other	1.6	2.0	...	1.6	1.9	2.3
Reason not indicated	1.9	2.2	...	1.1	2.1	2.8
No break in service	62.2	66.4	...	79.4	53.9	59.6
Number reporting	2,337	1,526	...	417	1,607	1,001

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*Responses of men not tabulated separately in 1966.

have moved at all, but almost as many have moved between states (22 percent) as within the same state (25 percent). In medium-size systems, however, where there are more mobile teachers, almost twice as many have moved within the same state (39 percent) as between states (21 Percent). Again, the high degree of mobility found among teachers in small systems is very largely intrastate mobility: 52 percent of teachers in small systems have moved within the same state, compared with 16 percent who have moved across state lines. Geographically, the Middle stands out from the rest of the country in having a larger proportion of intrastate mobile teachers.

Sixty-one percent of teachers who have moved between states have lost retirement credit and 16 percent do not know whether or not they have lost credit. Years of credit lost range from 1 to 23 with a mean of 4. Teachers who have lost credit comprise 11 percent of the profession as a whole. If the youngest teachers who are least likely to have moved are excluded from consideration, 16 percent of all teachers age 30 and older are found to have lost retirement credit because of interstate mobility.

Continuity of service. Question 8 concerned the number of breaks in service the teacher had had, and Question 9 followed up by asking about reasons for breaks in service. See Appendix B, page 96, and Appendix C, pages 111-13. Further information on continuity of service was obtained from Question 62, which asked respondents to indicate on a double-column response checklist in which of several activities they had been engaged the preceding school year (1969-70) and in which they expected to be engaged the coming year (1971-72). See Appendix B, page 101, and Appendix C, pages 225-27.

Table 8 shows the decrease from 53 to 40 percent in women teachers with broken service, while Table 9 reveals that the percentage of women who have interrupted their careers for marriage or full-time homemaking has been greatly reduced since 1966, declining from 17 to 10 percent of all women. These trends may be influenced by the decreasing proportion of older women teachers.

Women are still more likely to have broken service than men, and the principal reasons for breaking service remain homemaking or child-rearing. Twenty-nine percent of all women, accounting for 19 percent of all 1971 teachers, have broken their service for one of these two reasons. The percentage of women breaking service to raise families does not show significant change from 1966.

Among men, the principal reasons for an absence from teaching are other employment (within or outside education, though chiefly the latter), further study, and military service. Higher percentages of men than of women report breaking service for other employment and further study.

Younger teachers are naturally less likely to have had a break in service than their older col-

Table 10. Activities last year and next year

	Total				Sex							
					Men				Women			
	1966		1971		1966		1971		1966		1971	
	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year
Full-time teaching	87.4	91.3	88.2	89.4	89.6	92.3	89.6	92.5	86.4	90.8	87.4	87.8
Same school system	80.5	85.6	83.9	84.6	81.6	85.4	85.6	86.8	80.0	85.7	83.0	83.4
Another school system	6.9	5.7	4.3	4.8	8.0	6.9	4.0	5.7	6.4	5.1	4.4	4.4
Not teaching full-time	12.5	8.8	11.9	10.5	10.5	7.7	10.5	7.4	13.6	9.2	12.6	12.2
Attending college or university full-time	8.5	1.7	7.0	1.4	7.2	2.4	6.5	1.2	9.1	1.4	7.3	1.5
Military service	0.2	...	0.3	...	0.7	...	1.0	...	...	0.1	...	...
Working in nonteaching position	1.1	1.5	1.4	2.1	1.9	3.5	2.2	3.4	0.7	0.5	0.9	1.5
Homemaking and/or child rearing	1.6	2.9	2.0	3.2	...	...	...	0.2	2.4	4.2	3.0	4.7
Unemployed and seeking work	0.2	0.4	0.3	0.3	0.1	0.4	0.2	0.2	0.2	0.0.3	0.4	
Retired	...	1.5	0.1	2.2	...	0.4	...	1.2	0.1	1.9	0.2	2.7
Other	0.9	0.8	0.8	1.3	0.6	1.0	0.6	1.2	1.1	0.8	0.9	1.4
Number reporting	2,336	2,263	1,480	1,446	727	712	506	493	1,609	1,551	974	953

	Age															
	Under 30				30 - 39				40 - 49				50 or more			
	1966		1971		1966		1971		1966		1971		1966		1971	
	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year
Full-time teaching	72.3	86.3	77.6	84.5	90.0	91.3	90.8	93.6	95.3	97.2	94.5	96.6	97.3	93.7	97.9	87.7
Same school system	59.6	75.0	70.9	75.4	83.5	86.8	86.4	89.4	90.8	94.7	92.6	95.0	95.8	92.3	96.3	86.7
Another school system	12.7	11.3	6.7	9.1	6.5	4.5	4.4	4.2	4.5	2.5	1.9	1.6	1.5	1.4	1.6	1.0
Not teaching full-time	27.8	13.7	22.4	15.5	8.2	8.8	9.2	6.3	4.7	2.9	5.5	3.6	2.7	6.3	2.1	12.3
Attending college or university full time	21.7	3.2	15.8	2.4	3.3	1.6	3.5	0.6	2.0	1.3	1.6	1.2	0.5	0.2	0.3	0.6
Military service	0.5	0.1	0.9	...	0.2	...	...	...	...	...	...	...	...	...	...	...
Working in nonteaching position	2.1	2.8	1.3	3.5	1.1	1.8	2.4	3.0	0.5	0.5	0.8	0.4	0.3	0.2	0.9	...
Homemaking and/or child rearing	2.2	6.0	3.1	7.5	2.1	3.4	1.8	1.8	1.5	0.8	1.9	...	0.7	...	0.3	...
Unemployed and seeking work	0.4	0.5	0.4	0.2	0.2	0.6	...	...	...	...	0.4	0.8	0.2	0.2	...	0.6
Retired	...	...	...	0.2	...	...	...	...	...	...	...	...	0.2	5.4	0.6	10.1
Other	0.9	1.1	0.9	1.7	1.3	1.4	1.5	0.9	0.7	0.3	0.8	1.2	0.8	0.3	...	1.0
Number reporting	779	751	550	536	523	507	339	330	401	395	258	258	591	572	320	308

Table 10. Activities last year and next year (Continued)

	School system size											
	Large				Medium				Small			
	1966		1971		1966		1971		1966		1971	
	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year
Full-time teaching	88.5	91.9	91.3	89.3	86.9	91.3	87.3	89.3	87.1	90.6	86.0	89.8
Same school system ..	84.4	89.3	87.7	84.9	80.1	86.1	83.7	84.5	78.0	82.1	79.9	84.4
Another school system	4.1	2.6	3.6	4.4	6.8	5.2	3.6	4.8	9.1	8.5	6.1	5.4
Not teaching full-time .	11.6	8.2	8.6	10.6	13.1	8.6	12.6	10.8	12.9	9.4	14.0	10.2
Number reporting	558	542	416	411	1,027	993	670	644	751	728	394	391

	Geographical region															
	Northeast				Southeast				Middle				West			
	1966		1971		1966		1971		1966		1971		1966		1971	
	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year	Last year	Next year
Full-time teaching	88.9	91.9	89.4	87.7	88.4	91.1	87.2	88.2	86.3	90.0	86.9	90.6	86.2	92.1	88.9	90.4
Same school system	82.8	86.5	85.6	84.7	83.3	86.7	83.2	84.7	78.4	82.1	82.1	84.8	78.2	87.7	84.9	84.0
Another school system .	6.1	5.4	3.8	3.0	5.1	4.4	4.0	3.5	7.9	7.9	4.8	5.8	8.0	4.4	4.1	6.4
Not teaching full-time ...	11.1	8.1	10.6	12.3	11.7	8.8	12.8	11.6	13.6	10.0	13.1	9.5	13.8	8.0	11.0	9.6
Number reporting	553	540	341	334	514	497	298	288	681	655	476	467	588	571	365	357

leagues. The higher incidence of broken service among teachers age 50 and older than among those age 40-49, and in the 40-49 age group than in the 30-39 group, is probably a reflection of the successively larger proportions of women in the older age groups. The same pattern related to age is observable among both 1966 and 1971 teachers, but broken service among teachers in the 40-49 age group is rarer than five years ago.

Large systems have a greater proportion of teachers with unbroken service than medium systems, and medium systems a greater proportion than small systems. This pattern is a new development since 1966 when large and medium systems had similarly higher percentages of teachers with unbroken service than small systems. The Northeast continues to show, as in 1966, a larger percentage of teachers with continuous service than other regions. The Southeast, however, shows a large decrease since 1966 in the percentage of teachers with broken service; this change may be related to the large decrease since 1966 in this region in teachers who had begun their careers more than 20 years earlier.

Table 10 compares responses of 1966 and 1971 teachers as to what they had been doing the year before and what they planned to do the next year. Data show a fairly high rate of year-to-year continuity in teaching service. Eighty-eight percent of 1971 teachers had also been teaching full time in 1969-70 and 89 percent planned to teach full time in 1971-72. These percentages do not differ greatly from percentages of 1966 teachers in regard to 1964-65 and 1966-67.

Most of the teachers who were not teaching last year were attending college full time. Most of those not planning to teach the coming year would be either engaged in homemaking or child-rearing, or retired, or working in a nonteaching position. Women are most likely to leave teaching for the home and family, men to leave for nonteaching work. In both 1966 and 1971, the percentage of women indicating that they planned to leave teaching the next year for homemaking and child-rearing exceeded the percentage who reported that they had returned to teaching after being at home the preceding year. This difference indicates a continuing small but permanent loss of women to the profession for the fulfillment of traditional feminine roles.

The youngest age group, which includes new teachers entering the profession right after college, expectedly shows fewer teachers in full-time teaching the previous year than planning to continue teaching the next year, while the oldest teachers, some of whom are bound to retire, show a smaller percentage planning to continue teaching the next year than had been teaching the year before. However, the youngest teachers also show a significantly higher dropout rate than any other age group except the oldest. Fifteen percent of 1971 teachers under age 30 did not intend to continue teaching in 1971-72; half of these planned to leave for homemaking or child-rearing. Among teachers age 50 and older, the percentage planning to be retired the coming year has doubled from 5 percent in 1966 to 10 percent in 1971. No evidence exists, however, for significant change in the 2 percent retirement rate for the profession as a whole.

These data also shed additional light on teacher mobility since respondents were asked to indicate whether full-time teaching last year and next year were in the same or different school systems. Comparison with 1966 shows that slightly fewer teachers moved from one school system to another between 1969-70 and 1970-71 than had moved between 1964-65 and 1965-66.

Teachers under age 30 are more likely to have moved since the preceding year or to be planning to move the next year than older teachers. A smaller percentage of 1971 teachers under age 30, however, than of 1966 teachers in this age group reported that they had taught in a different school system the year before.

III. TEACHING ASSIGNMENT

Summary of Major Findings and Trends

- Slightly more than half of all teachers are still found in elementary schools. Most men still teach in secondary school, the largest proportion in senior high school, and most women still teach in elementary school, but more women now than 10 years ago are senior high-school teachers.
- Departmentalization of elementary teachers has increased four-fold over the past decade. One elementary teacher in 5 is now teaching on a departmentalized basis.
- English, mathematics, social studies, and science remain the four subjects most commonly taught by secondary teachers. Women still tend to teach English, men to teach science and social studies.
- Fewer teachers are teaching grades or subjects outside their major field of preparation than 10 years ago, but 1 teacher in 7 continues to be so seriously misassigned that he is teaching at least half his time outside his major field.
- Mean class size in elementary schools has decreased from 29 to 27 pupils per class since 1961, but secondary teachers still carry a pupil load of more than 130 pupils per day.
- Secondary teachers average 26 periods of 53 minutes each of classroom teaching (in addition to homeroom, study halls, and other assigned responsibilities) and 5 unassigned periods per week out of the 34 periods in the school schedule.
- Teachers continue to work a mean of 47 hours per week on school-related activities, as they did in 1961, but they now receive compensation for all but 8 of these hours, compared with nearly 11 hours of noncompensated activity in 1966.
- Lunch periods are slightly shorter than they were at the beginning of the decade, but requirements that teachers eat lunch with their pupils have been eased in the last 5 years, and a majority of teachers, even at the elementary level, now have duty-free lunch periods.
- 88 percent of teachers have to attend regularly scheduled faculty meetings. Annually elementary teachers attend a mean of 17 meetings of 49 minutes length; secondary teachers an average of 14 meetings of 53 minutes length.
- 181 days of classroom teaching still represent the mean length of school year, but teachers have fewer extra nonteaching days than 5 years ago. Extra days now average 4 per year.
- Teachers in large systems have a heavier pupil load and a very slightly lighter work load in hours per week than teachers in medium and small systems. More teachers in large than in small systems have benefited from the reduction of noncompensated hours, the introduction of duty-free lunch periods, and the elimination of extra nonteaching days.
- 58 percent of 1971 teachers have tenure, and an additional 9 percent have continuing contracts.
- The typical teacher's school is larger than it used to be. Elementary teachers now average 25 classroom teachers and 4 additional professional personnel in their schools; secondary teachers average 61 classroom teachers and 9 additional professional personnel.
- 37 percent of all teachers report that there is team teaching in their schools and 12 percent are themselves members of teams.
- 3 teachers in 10 have the services of a teacher aide available to them.

- 9 teachers in 10 report to a male principal. Even in elementary schools, where most teachers are women, 8 in 10 are under the supervision of a male principal.
- 6 percent of all teachers have a black principal, and 12 percent report that a majority of their pupils are black.
- The largest proportion of teachers describe a majority of their pupils as lower-middle class in socioeconomic status.
- 1 teacher in 3 teaches in an urban area, and 1 in 5 in a large city of at least 1/4 million population. One teacher in 8 is employed in a rural area.

Teachers' Positions and Conditions of Service

Grades and subjects taught. Question 13 concerned the classification of the teacher's assignment by school level; Question 12, the specific grade levels he was teaching; and Question 16a, addressed to secondary and departmentalized elementary teachers, the subject field in which he was teaching the greatest part of his time. Question 14 asked respondents to indicate the percentage of their weekly time spent teaching grades or subjects different from their major field of preparation. See Appendix B, pages 96-97, and Appendix C, pages 117-24.

Table 11 shows that little change has occurred in the distribution of teachers by school level during the past decade. Elementary teachers decreased slightly from 57 to 53 percent between 1961 and 1966, and senior high teachers show an increase from 20 to 26 percent over the decade as a whole. Among secondary teachers, combined junior-senior high assignments have declined since 1966 from 15 to 10 percent.

The distribution of men by school level is similar to that found in 1961. The decrease in men elementary teachers in the first half of the decade has been fully compensated by an increase in the second half of the decade. The distribution of women shows both the decrease in elementary teachers and the increase in senior high teachers that have occurred during the 10-year period.

As in 1966, small school systems have a smaller percentage of junior high teachers and a larger percentage with combined junior-senior high assignments than medium or large systems, but combined elementary-secondary assignments in small systems show a small but significant decrease in the last 5 years.

Responses to questions addressed specifically to departmentalized and nondepartmentalized elementary teachers made computation of the proportion in each category possible. Comparison of results with those obtained in 1961 and 1966, shown in Table 12, indicates that departmentalization of elementary teachers nearly doubled in the first half of the decade, rising from 5 to 8 percent, and then more than doubled again in the second half of the decade, rising further to 21 percent.

Departmentalization of elementary teachers is important in connection with Table 13, which shows the trend in specific grades and combinations of grades taught by elementary and secondary teachers. In contrast to previous years, the 1971 percentage of elementary teachers teaching more than one grade is closely similar to the 1971 percentage of departmentalized elementary teachers.

The distribution of elementary teachers shown in Table 13 reveals the predominance of six-grade elementary school throughout the 1960's and the continuing paucity of kindergarten and prekindergarten teachers in comparison with percentages teaching in each of the first six grades. Secondary teachers show a decrease since 1966 in the percentage teaching more than one grade in junior-senior high in confromity with the decrease in combined junior-senior high assignments.

Although it might be expected that teachers in such areas as kindergarten and special education would be more frequently found in large school systems, analysis of responses does not give evidence of such difference. Analysis of responses by sex, however, reveals that almost all men elementary teachers are concentrated in the upper elementary grades: less than 1 percent of all men teach in grade 3 or below, compared with 33 percent of all women.

Table 14 compares the number of different grades taught by all teachers in different size school systems and different geographical regions in 1966 and 1971. In large systems the percentage teaching more than one elementary grade has increased from 10 to 16 percent. Small school systems in both years predictably show a smaller percentage teaching only one grade and a larger percentage teaching more than one grade junior-senior high than medium or large systems.

Table 11. Classification of teaching assignment

	School level									Sex					
	Total			Elementary			Secondary			Men			Women		
	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971
Elementary teacher	...	...	48.9	...	...	92.8	...	...	...	...	...	20.7	...	...	63.6
Middle school teacher*	...	...	3.8	...	...	7.2	...	...	...	...	...	4.0	...	...	3.7
Total elementary	56.9	52.5	52.7	100.0	100.0	100.0	...	...	...	22.0	17.3	24.7	72.9	68.4	67.3
Junior high teacher	15.2	14.8	15.6	...	...	...	35.3	31.2	32.9	24.1	22.3	23.8	11.2	11.5	11.3
Junior-senior high teacher	6.6	6.9	4.6	...	...	...	15.3	14.5	9.6	13.1	13.0	7.8	3.6	4.1	2.9
Senior high teacher	19.7	23.5	26.0	...	...	...	45.8	49.6	55.0	36.9	43.0	41.6	11.8	14.7	17.9
Elementary-secondary combination	1.6	2.3	1.2	...	...	...	3.6	4.8	2.5	3.9	4.4	2.1	0.5	1.3	0.7
Total secondary	43.1	47.5	47.4	...	...	...	100.0	100.1	100.0	78.0	83.2	75.3	27.1	31.6	32.8
Number reporting	1,881	2,344	1,533	1,071	1,230	807	810	1,114	726	590	730	526	1,291	1,614	1,007

	Age							
	Less than 30		30-39		40-49		50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
Elementary teacher	...	45.4	...	42.6	...	47.4	...	61.9
Middle school teacher*	...	5.0	...	3.2	...	3.0	...	2.4
Total elementary	43.9	50.4	46.0	45.8	51.1	50.4	69.0	64.3
Junior high teacher	18.8	18.9	15.6	13.3	14.6	18.1	9.3	10.6
Junior-senior high teacher	9.2	5.7	9.2	5.8	5.7	3.0	2.5	2.7
Senior high teacher	24.5	23.8	27.3	33.0	27.0	28.1	17.7	21.8
Elementary-secondary combination	3.6	1.2	1.9	2.0	1.5	0.4	1.5	0.6
Total secondary	56.1	49.6	54.0	54.1	48.8	49.6	31.0	35.7
Number reporting	781	562	524	345	403	270	593	339

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Elementary teacher	...	53.7	...	46.6	...	47.6	...	47.9	...	51.3	...	50.0	...	46.3
Middle school teacher*	...	2.3	...	4.1	...	4.9	...	4.8	...	4.2	...	4.0	...	2.1
Total elementary	53.8	56.0	51.3	50.7	53.1	52.5	49.8	52.7	55.7	55.5	53.5	54.0	50.9	48.4
Junior high teacher	17.4	18.8	17.9	17.9	8.8	8.5	18.3	16.0	12.2	14.2	13.3	13.7	15.6	19.0
Junior-senior high teacher	4.1	1.6	5.0	3.8	11.4	9.0	7.2	4.8	10.8	5.8	5.7	4.6	4.4	3.2
Senior high teacher	24.0	23.1	24.7	27.0	21.6	27.4	23.2	26.2	20.3	22.9	23.0	25.9	27.3	28.6
Elementary-secondary combination	0.7	0.5	1.1	0.7	5.0	2.7	1.4	0.3	1.0	1.6	4.4	1.8	1.7	0.8
Total secondary	46.2	44.0	48.7	49.4	46.8	47.6	50.1	47.3	44.3	44.5	46.4	46.0	49.0	51.6
Number reporting	559	432	1,032	689	753	412	556	351	517	310	682	498	589	374

*Middle school teachers not reported separately from elementary teachers in 1961 and 1966.

Table 12. Departmentalization of elementary teachers

	Elementary total		
	1961	1966	1971
Departmentalized	4.7	7.8	20.6
Not departmentalized	95.3	89.8	76.1
Not responding	...	2.4	3.3
Number reporting	1,071	1,230	807

The West is the only geographical region to show major change since 1966; in this region, the percentage teaching only one grade has decreased and the percentage teaching more than one grade increased not only at the elementary level but also at the junior high level.

Table 15 shows for the past decade the distribution of secondary teachers by the subjects they were teaching. Little change has occurred either among secondary teachers as a whole or among secondary men and women separately. English remains the subject taught by the largest percentage of secondary teachers (20 percent), followed by mathematics and social studies (14 percent each), and science (11 percent). Different fields remain firmly identified with men and women. No men reported teaching home economics and no women reported teaching industrial arts (although a fraction of a percent identified themselves as vocational education teachers), or agriculture, or driver education (included in "other" on the table). In academic subjects, a higher percentage of women than men teach English, and higher percentages of men than women teach social studies and science. In less major fields, percentages of women teaching business education and foreign languages are higher

Table 13. Grades taught by elementary and secondary teachers

	Elementary			Secondary		
	1961	1966	1971	1961*	1966	1971
Prekindergarten	...	0.1	...	...	...	...
Kindergarten	5.0	5.1	5.2	...	...	...
Grade 1	16.8	15.7	12.9	...	...	...
Grade 2	13.4	11.6	12.9	...	...	...
Grade 3	11.4	14.8	10.7	...	...	...
Grade 4	11.8	10.7	11.3	...	...	...
Grade 5	11.3	9.7	8.8	...	...	...
Grade 6	11.1	10.1	11.7	...	0.2	...
Grade 7	2.0	1.4	1.2	...	4.6	4.4
Grade 8	1.5	0.4	1.9	...	4.1	4.0
Grade 9	...	...	...	...	3.7	5.4
Grade 10	...	...	...	...	2.9	2.1
Grade 11	...	...	...	...	1.4	1.5
Grade 12	...	...	...	...	3.7	3.6
Total teaching one grade only	84.3	79.6	76.6	...	20.6	21.0
More than one grade elementary	14.5	17.6	21.5	...	...	...
More than one grade junior high (grades 7-9)	...	...	...	...	20.2	22.9
More than one grade senior high (grades 9-12)	...	...	...	...	40.7	46.3
More than one grade junior-senior high	...	...	...	...	14.0	7.3
Elementary-secondary combination	...	..	...	...	4.7	2.4
Special education	1.2	2.8	1.9	...	...	...
Number reporting	1,013	1,227	805	...	1,110	723

*Secondary teachers not tabulated separately in 1961.

Table 14. Number of grades taught

			School system size					
	Total		Large		Medium		Small	
	1966	1971	1966	1971	1966	1971	1966	1971
One grade only	51.7	50.3	53.0	50.4	55.5	53.8	44.7	45.0
More than one grade elementary	9.2	11.5	10.0	16.0	6.1	8.3	13.0	12.1
More than one grade junior high	9.6	10.7	12.1	12.8	11.0	11.7	5.7	6.8
More than one grade 3- or 4-year senior high	19.3	21.9	18.0	18.3	20.1	22.2	19.1	25.3
More than one grade junior-senior high	6.6	3.5	3.6	0.9	4.7	2.2	11.4	8.3
Elementary-secondary combination	2.2	1.1	0.7	0.5	1.0	0.7	5.0	2.4
Special education	1.5	1.0	2.5	1.2	1.3	1.2	0.9	0.5
Number reporting	2,337	1,528	552	431	1,032	685	753	412

	Geographical region							
	Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971
One grade only	51.5	53.0	55.9	55.9	47.7	49.9	52.3	43.7
More than one grade elementary	7.7	9.7	8.1	11.0	11.6	12.3	8.9	12.6
More than one grade junior high	12.6	10.0	7.0	8.1	9.3	9.9	9.4	14.5
More than one grade 3- or 4-year senior high	17.7	21.5	16.9	17.7	19.7	21.8	22.5	26.0
More than one grade junior-senior high	7.0	4.0	10.1	4.5	5.6	3.8	4.4	1.6
Elementary-secondary combination	1.3	0.3	1.0	1.6	4.4	1.6	1.7	0.8
Special education	2.2	1.4	1.4	1.3	1.6	0.6	0.7	0.8
Number reporting	555	349	517	310	680	496	585	373

than percentages of men. Mathematics is the exception, for percentages of men and women teaching in this field in 1971 do not show significant difference.

Principal subjects taught by departmentalized elementary teachers are English, mathematics, and social studies. It thus appears that the recent increase in departmentalization at the elementary level represents departmentalization of the basic curriculum, rather than the addition of departmentalized teachers in such specialties as art, music, or physical education.

Improvement during the 1960's in correcting the misassignment of teachers appears in the data in Table 16. Misassigned teachers have decreased from 31 to 23 percent since 1961, most of the change occurring the second half of the decade. Paradoxically, the correction of misassignment has been made where it was least needed, reducing the proportion of teachers teaching some but less than half their time out of field, while there is no evidence of change during the 10 years in the proportion of badly misassigned teachers who are teaching half or more of their time out of field.

Improvement has taken place chiefly at the secondary level, reducing the proportion of misassigned secondary teachers so as no longer to exceed the proportion of misassigned elementary teachers. Both men and women have been affected by the change, but men still have a larger proportion misassigned (3 in 10) than do women (2 in 10).

It might be thought that misassignment would relate to age, with the older teachers receiving more suitable assignments because of seniority. In 1966, this appeared to be the case, since the age groups under 40 showed a greater percentage of misassigned teachers than the older age groups. However, the chief beneficiaries of improvements made since 1966 have been teachers in the 30-39 age group, which now has as few teachers misassigned as the oldest age group (less than 1 in 5), while 1 teacher in 4 in age groups under 30 and 40-49 is teaching at least some of his time out of field.

Correction of misassignment has occurred primarily in medium and small systems. In large systems, 1 teacher in 5 is seriously misassigned and teaching half or more of his time out of field, a larger proportion than found in either medium or small systems.

Geographically, the Northeast shows the greatest improvement in the assignment of teachers, with the percentage of misassigned teachers decreasing from 27 to 15 percent in the past 5 years. The West continues to stand out in having more misassigned and more seriously misassigned teachers. One teacher in 3 in the West is misassigned and 1 in 4 is teaching at least half his time outside his major field of preparation.

Pupil load. Question 15 concerned the number of pupils in the classes of nondepartmentalized elementary teachers and Question 16 concerned the average number of pupils per day taught by secondary teachers. See Appendix B, page 97, and Appendix C, pages 121-29.

Table 15. Subjects taught by secondary teachers

				Secondary by sex					
	Secondary total			Men			Women		
	1961	1966	1971	1961	1966	1971	1961	1966	1971
Agriculture	2.6	1.6	0.6	4.6	2.9	1.0	...	...	...
Art	2.2	2.0	3.7	1.6	1.5	3.1	2.9	2.6	4.4
Business education	7.6	7.0	5.9	5.3	4.9	3.6	10.5	9.5	8.8
English	19.0	18.1	20.4	11.2	11.4	13.2	28.9	26.1	29.1
Foreign language	4.1	6.4	4.8	2.5	4.2	2.3	6.1	9.1	7.8
Health and physical education	8.2	6.9	8.3	8.7	6.6	7.0	7.6	7.3	10.0
Home economics	5.1	5.9	5.1	...	...	...	11.7	13.0	11.3
Industrial arts[a]	5.5	5.1	6.2	9.8	9.3	10.9	...	...	0.6[b]
Mathematics	11.4	13.9	14.4	13.3	15.0	15.2	9.1	12.6	13.4
Music	1.7	4.7	3.8	2.3	5.4	4.9	0.9	3.8	2.5
Science	11.7	10.8	10.6	17.0	15.7	16.5	5.0	5.1	3.4
Social studies	12.9	15.3	14.0	15.8	19.4	19.6	9.1	10.5	7.2
Special education	0.3	0.4	1.1	0.5	0.3	0.8	...	0.4	1.6
Other	1.0	1.9	1.0	1.2	3.5	1.8	0.9	...	...
Teaching in more than one field, half or less time in each	6.7	c	c	6.2	c	c	7.3	c	c
Number reporting	778	1,068	707	436	594	387	342	494	320

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[a] Includes vocational education.

[b] Vocational education only.

[c] Not included in tabulation.

Table 16. Percent of total teaching time spent outside major field of preparation

	Total			Sex						School level					
				Men			Women			Elementary			Secondary		
	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971
None	69.1	71.0	77.3	61.0	61.2	69.4	72.7	75.5	81.4	74.2	75.3	78.3	62.3	66.4	76.2
Some but less than 50% ..	17.1	12.9	7.4	22.4	18.1	10.7	14.6	10.8	5.7	14.0	9.4	5.8	21.0	17.0	9.1
50%–99%	7.3	8.3	7.2	8.5	10.1	10.6	6.9	7.4	5.6	7.8	9.5	8.4	6.6	6.9	6.2
100%	6.5	7.7	8.0	8.1	10.7	9.3	5.8	6.3	7.3	3.9	5.9	7.6	10.0	9.7	8.5
Number reporting	1,881	2,344	1,533	590	730	526	1,291	1,614	1,007	1,071	1,230	807	810	1,114	726

	Age							
	Under 30		30–39		40–49		50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
None	68.2	72.4	67.9	81.2	73.0	74.4	76.2	82.9
Some but less than 50% ..	16.8	10.4	11.8	5.2	11.3	7.2	9.6	5.1
50%-99%	8.4	9.2	9.7	6.4	6.1	8.1	8.5	4.8
100%	6.4	7.8	10.5	7.2	9.4	10.4	5.6	7.4
Number reporting	781	562	524	345	403	270	593	339

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
None	71.6	74.5	72.3	79.4	68.9	76.7	73.2	85.2	75.8	81.3	72.1	76.3	63.5	67.9
Some but less than 50% ..	12.6	5.8	12.5	7.1	13.8	9.6	12.8	3.5	12.5	7.6	13.2	9.2	13.3	8.3
50%-99%	7.2	8.8	7.8	6.7	9.9	6.8	6.2	5.4	6.4	4.1	8.0	7.2	12.2	11.7
100%	8.8	10.9	7.3	6.8	7.4	7.0	7.7	6.0	5.2	6.8	6.6	7.2	11.0	12.0
Number reporting	559	432	1,032	689	753	412	556	351	517	310	682	498	589	374

Tables 17 and 18 give the 10-year trend in class size for elementary teachers (not departmentalized) and for secondary teachers. Both show a decrease in average class size since 1961. Mean class size at the elementary level has crept slowly downward from 29 pupils per class in 1961, to 28 in 1966, to 27 in 1971. For secondary teachers, the mean number of pupils in a class has decreased from 27 to 26 in the last five years. The decrease from 19 to 8 percent over the decade as a whole in the percentage of elementary teachers with classes of 35 or more pupils indicates substantial reduction in oversize classes in elementary schools.

Table 17. Number of pupils in class, elementary teachers not departmentalized

	1961	1966	1971
Fewer than 25 ..	22.4	22.6	28.3
25-29	27.3	33.0	36.2
30-34	31.3	31.3	27.2
35 or more	19.0	13.1	8.3
Number reporting	978	1,150	614
Mean	29	28	27
Median	30	29	27

Because secondary teachers teach several different classes each day, their total pupil load is better indicated by the total number of pupils they teach per day. Comparative data from 1966 and 1971 on number of secondary pupils taught per day are shown in Table 19 and reveal little change for the 5-year period.

Tables 20 and 21 compare average pupil load in large, medium, and small school systems in 1966 and 1971 for nondepartmentalized elementary teachers and for secondary teachers (with departmentalized elementary teachers included). Although in large and medium-size systems a small decrease has occurred in the mean number of pupils per elementary class and large systems also show a decrease in the mean number of pupils taught per day by departmentalized teachers, large-system teachers still carry a heavier load than teachers in medium systems, while teachers in medium systems have a heavier load than teachers in small systems. The 29 pupils per class averaged by elementary teachers in large systems in 1971 is still as high as the mean class size for all elementary teachers in 1961. Among departmentalized teachers, those in large systems are responsible for 16 more pupils per day, and those in medium systems for 12 more pupils per day, than those in small systems.

Weekly work load. Question 17 asked respondents to state the exact length of their required

Table 18. Mean number of pupils per class, secondary teachers*

	1961	1966	1971
Fewer than 20 . .	17.8	20.7	15.5
20-24	20.6	18.6	22.3
25-29	27.9	28.9	30.5
30-34	23.7	20.6	23.4
35 or more	10.0	11.3	8.3
Number reporting	753	1,008	672
Mean	27	27	26
Median	27	27	26

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*Average in 1961 computed from number of pupils enrolled in each class taught; 1966 and 1971 averages computed from average number of pupils taught per day, multiplied by 5, divided by number of class periods taught per week.

Table 19. Number of pupils taught per day by secondary teachers

	1966	1971
Fewer than 100	22.1	15.4
100–124	20.1	24.1
125–149	22.6	26.9
150–174	19.3	21.4
175–199	7.5	5.4
200 or more	8.5	6.7
Number reporting	1,025	681
Mean	132	134
Median	130	130

Table 20. Mean and median number of pupils in class, elementary teachers not departmentalized, by school system size, 1966 and 1971

School system size	1966	1971
Large		
Mean	30	29
Median	31	29
Medium		
Mean	29	27
Median	29	27
Small		
Mean	26	26
Median	27	26

Table 21. Mean and median number of pupils taught per day, secondary teachers and departmentalized elementary teachers, by school system size, 1966 and 1971

School system size	1966	1971
Large		
Mean	144	141
Median	145	140
Medium		
Mean	137	137
Median	132	135
Small		
Mean	122	125
Median	120	120

school day, and Question 18 asked them to give the number of hours and minutes per week they spend on school-related activities, both those for which they received compensation and those that were not compensated. See Appendix B, page 97, and Appendix C, pages 130-33.

Results show that teachers have on the average a required school week of 36-1/2 hours. In addition, 83 percent report that they devote a mean of 8.2 hours per week to noncompensated school-related activities, and 42 percent report a mean of 6.2 hours per week spent on activities for which they receive compensation. The total work week for all teachers averages 47 hours.

Table 22 compares the length of required school week reported by teachers in 1961, 1966, and 1971. Little change has occurred in the course of the decade for teachers as a whole. Secondary teachers continue to have a slightly longer required week than elementary teachers, but the precentage of secondary teachers with a long required week of 40 or more hours has decreased from 19 to 12 percent since 1961.

Length of required school week is inversely related to size of school system and tends to be shortest in the Northeast and longest in the Middle section of the country. Although a majority of teachers everywhere report a required week of between 35 and 40 hours, 1 teacher in 4 in large systems has a required week of less than 35 hours, compared with about 1 in 8 in medium and small systems. Conversely, a higher percentage of teachers in small than in medium or large systems report a required week of at least 40 hours. In the Northeast, 3 teachers in 10 have a required week of less than 35 hours, and very few a week of 40 hours or more, but 1 teacher in 5 in the Middle states is required to be at school at least 40 hours per week. Responses by system size do not show significant change since 1966, but a decrease has occurred in both Middle and West in the percentage reporting a required school week of 40 or more hours.

Table 22. Length of required school week

	School level								
	Total			Elementary			Secondary		
	1961	1966	1971	1961	1966	1971	1961	1966	1971
Less than 35.0 hours	14.7	16.8	16.4	16.6	20.4	18.3	12.2	12.9	14.5
35.0–37.4 hours . . .	71.5	38.9	37.9		41.1	38.2		36.5	37.6
37.5–39.9 hours . . .		30.0	34.2	73.4	27.2	33.0	69.0	32.9	35.6
40.0 or more hours . .	13.8	14.5	11.4	10.0	11.3	10.6	18.8	17.8	12.3
Number reporting . . .	1,866	2,199	1,524	1,067	1,125	799	799	1,074	725
Mean	36.8	36.5	36.5	36.6	36.0	36.3	37.0	37.0	36.8
Median	37.5	36.5	36.3	37.3	36.5	36.3	37.7	37.5	37.1

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Less than 35.0 hours . .	27.0	25.9	13.3	13.4	13.5	11.5	33.9	31.3	13.9	11.4	11.9	12.1	8.2	12.4
35.0–37.4 hours	41.2	39.8	42.5	39.0	32.2	34.1	43.1	40.1	48.2	40.0	31.3	33.0	35.6	40.6
37.5–39.9 hours	24.7	27.5	31.5	37.8	31.9	35.0	20.6	25.5	28.0	40.8	30.8	34.2	39.5	36.9
40.0 or more hours . . .	7.0	6.7	12.7	9.6	22.5	19.4	2.5	3.2	9.9	7.8	25.9	20.6	16.6	9.9
Number reporting	527	432	969	684	703	408	529	349	475	307	636	494	559	374
Mean	35.5	35.8	36.5	36.6	37.0	37.2	35.0	35.3	36.5	36.8	37.5	37.1	37.0	36.6
Median	36.5	36.3	36.5	36.7	37.5	37.5	35.0	35.4	36.5	36.7	37.5	37.5	37.5	36.5

Table 23. Number of hours per week spent on noncompensated school related activities

	Total		School level				Sex			
			Elementary		Secondary		Men		Women	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
3 hours or less	7.6	16.4	8.3	16.7	7.0	16.0	7.1	17.4	7.9	15.8
4–6 hours	21.4	29.3	22.2	32.1	20.5	26.5	21.1	30.0	21.5	29.0
7–9 hours	16.3	13.9	18.3	14.4	14.1	13.4	15.2	14.5	16.8	13.6
10–12 hours	26.5	23.7	25.9	21.2	27.0	26.3	27.8	23.0	25.8	24.0
13–15 hours	12.8	9.8	11.7	8.3	14.1	11.5	13.4	8.5	12.6	10.6
More than 15 hours	15.4	6.9	13.6	7.3	17.3	6.5	15.4	6.5	15.4	7.0
Number reporting	2,109	1,271	1,077	651	1,032	620	677	447	1,432	824
Mean	10.8	8.2	10.3	7.9	11.2	8.4	10.8	8.0	10.7	8.3
Median	10.0	7.5	10.0	7.0	10.0	8.0	10.0	7.0	10.0	7.5

	School system size					
	Large		Medium		Small	
	1966	1971	1966	1971	1966	1971
3 hours or less	6.6	17.7	8.8	16.1	6.8	15.3
4–6 hours	23.5	32.6	19.8	28.0	22.0	28.1
7–9 hours	16.7	13.6	17.6	14.6	14.2	13.1
10–12 hours	27.7	20.4	25.8	23.3	26.4	28.1
13–15 hours	10.8	7.9	12.1	10.4	15.3	11.0
More than 15 hours	14.6	7.8	15.9	7.6	15.4	4.3
Number reporting	498	368	933	576	678	327
Mean	10.3	7.9	10.8	8.3	10.9	8.2
Median	10.0	6.0	10.0	7.5	10.0	8.0

Table 23 compares the number of noncompensated hours 1966 and 1971 teachers expended on school-related activities and shows a very considerable decrease in the course of the five-year period, from 10.8 to 8.2 in mean number of noncompensated hours. The change shows throughout the distribution, with percentages of those reporting 6 or fewer hours increasing, and percentages of those reporting more than 6 hours decreasing.

The decrease in noncompensated hours has occurred among both elementary and secondary teachers and among teachers in different size school systems. Although a mean of 8 noncompensated hours is common to teachers in large, medium, and small school systems, the lower median of 6 hours found in large systems indicates that a greater proportion of teachers in these systems have fewer hours of unpaid work than teachers in smaller systems.

Comparative data on extra hours for which teachers receive compensation are not available from earlier years. In 1971, fewer teachers reported compensated hours than reported noncompensated hours. Among those who do receive compensation for extra hours, men and secondary teachers average 7 compensated hours per week, and women and elementary teachers average 6 compensated hours per week.

In Table 24, the total number of hours devoted to all teaching duties by teachers in 1961, 1966, and 1971 are compared. A mean of 47 hours per week was found in all three studies. Changes in the distribution of teachers by total working hours, however, show a tendency, manifested chiefly in the first half of the decade, toward an equalization of work load among teachers. Teachers working less than 35 hours a week decreased from 1 in 4 to 1 in 10 during the 10-year period, while those with a work week of 60 or more hours decreased from 11 to 5 percent. In the same time, teachers giving between 40 and 50 hours a week to school work increased from 38 to 58 percent.

Greater reduction in the proportion of teachers with a light weekly work load has occurred at the secondary level while elementary teachers show a larger decrease in the percentage devoting at least 60 hours a week to teaching duties. Ten years ago elementary teachers averaged 49 hours of school work per week, compared with 46 hours for secondary teachers; in 1971, secondary teachers had the higher average of 48 hours, compared with elementary teachers' 46 hours.

Since teachers in large systems and in the Northeast tend to have a shorter required school week, it is not surprising to find that they also have a slightly shorter total working week than others. The mean length of total working week for teachers in different size systems and in all geographical regions except the West is similar to that found in 1966, but Western teachers now average 46.7 hours per week instead of 48.4 hours.

Secondary teachers' week. For secondary teachers an additional measure of the working week is available in secondary scheduling by periods. Ques-

Table 24. Number of hours per week devoted to all teaching duties

	Total			School level						Sex					
				Elementary			Secondary			Men			Women		
	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971
Less than 35 hours	11.2	1.4	0.8	8.4	1.6	0.9	15.1	1.4	0.5	12.8	1.7	0.6	10.6	1.4	0.8
35–39 hours	14.0	10.0	9.4	13.5	12.2	12.7	14.7	7.6	5.9	13.1	7.8	7.5	14.3	11.0	10.4
40–44 hours	19.4	28.5	29.4	18.2	30.7	33.5	20.9	26.2	25.0	20.0	28.1	27.4	19.1	28.7	30.4
45–49 hours	18.5	30.1	28.7	20.3	31.1	26.0	16.1	29.0	31.6	18.0	29.3	31.0	18.8	30.4	27.5
50–54 hours	17.5	17.2	19.2	17.3	14.0	17.7	17.7	20.5	20.7	19.1	19.3	17.5	16.8	16.2	20.1
55–59 hours	8.0	7.4	8.2	9.1	5.9	5.9	6.6	8.9	10.6	7.2	8.2	10.4	8.4	7.0	7.0
60 or more hours .	11.4	5.4	4.5	13.2	4.6	3.3	8.9	6.4	5.8	9.8	5.5	5.5	12.0	5.4	3.8
Number reporting .	1,745	2,079	1,372	988	1,056	711	757	948	661	540	669	481	1,205	1,410	891
Mean	47.3	47.4	46.9	48.5	46.5	45.8	45.9	48.3	48.1	46.8	47.8	47.6	47.6	47.2	46.5
Median	46.4	46.5	46.3	47.4	45.5	45.0	44.9	47.2	47.4	46.1	46.9	46.7	46.6	46.2	46.0

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Less than 35 hours .	2.6	0.8	1.1	1.0	1.3	0.3	4.0	1.8	0.7	0.4	1.2	0.5	0.2	0.3
35–39 hours	13.8	14.0	9.8	7.8	7.4	7.1	17.2	13.2	9.3	7.0	7.4	7.4	6.6	10.2
40–44 hours	30.1	32.9	28.3	30.4	27.5	23.7	31.0	31.9	29.7	32.5	26.2	24.8	27.6	30.4
45–49 hours	29.1	25.8	30.8	28.9	29.7	31.6	25.0	29.1	33.6	25.8	29.7	31.2	32.3	27.4
50–54 hours	14.4	14.3	17.4	18.2	19.1	26.3	12.2	15.0	16.6	19.6	21.5	21.9	17.7	19.3
55–59 hours	6.7	8.2	6.8	8.6	8.6	7.3	7.4	5.5	5.0	9.2	8.3	9.0	8.3	8.7
60 or more hours ..	3.2	4.1	5.8	5.2	6.7	3.7	3.2	3.3	5.2	5.5	5.7	5.2	7.4	3.6
Number reporting ..	492	392	921	626	666	354	500	326	441	271	606	443	532	332
Mean	46.1	45.9	47.5	47.1	48.2	47.6	45.5	45.6	47.3	47.3	48.2	47.8	48.4	46.7
Median	45.7	45.0	46.5	46.3	47.5	47.5	44.7	44.8	46.2	46.3	47.2	47.3	47.4	46.0

tions 16 b, c, d, and f asked secondary teachers how many class periods they taught per week, how many class periods there were per week in their schools, how long these class periods were, and how many unassigned periods they had each week. See Appendix B, page 97, and Appendix C, page 129.

Tables 25 and 26 give comparative data for the decade on the number of class periods in the weekly school schedule reported by secondary teachers and on the average length of these periods. Little change has occurred in 10 years in either the average number of periods or the average length of periods in the weekly schedule. In both 1961 and 1971 a large majority of secondary teachers were in schools with either 30-34 periods or 35-39 periods per week. In 1961, however, this majority was evenly divided between those reporting 30-34 periods per week and those reporting 35-39 periods per week, whereas in 1971 a higher percentage report 30-34 than 35-39 periods per week. In regard to the average length of periods, the percentage of teachers reporting periods of an hour's length or longer has decreased between 1961 and 1971, while the percentage reporting periods of 55-59 minutes has grown.

The relationship between the length and number of class periods per week reported by secondary teachers is shown in the table below.

Length and number of periods in school	Percent of secondary teachers reporting
Less than 50 minutes:	
Fewer than 30 periods	1.0
30–34 periods	1.6
35–39 periods	9.7
40 or more periods	13.7
50–59 minutes:	
Fewer than 30 periods	2.5
30–34 periods	22.8
35–39 periods	20.6
40 or more periods	4.3
60 or more periods:	
Fewer than 30 periods	2.8
30–34 periods	17.9
35–39 periods	2.4
40 or more periods	0.4
Number reporting	670

The most common form of scheduling is the period of 50-59 minutes scheduled either 30-34 or 35-39 times a week.

Table 27 shows the number of periods taught per week by secondary teachers in 1961, 1966, and 1971. The mean of 26 periods a week has not changed in 10 years, but the distribution shows a trend toward the equalization of work load, with an increase from 45 to 58 percent over the decade in teachers teaching 25-29 periods a week and decreases in the percentages of those teaching more or less than this number.

The relationship between the length and number of periods per week taught by secondary teachers is shown in the table below. The largest proportion of secondary teachers, nearly one-third, teach 25-29 periods of 50-59 minutes each week. Next largest is the proportion, 15 percent, who teach 25-29 periods of an hour or more. It seems clear that shorter periods result in a lighter workload for the secondary teacher, since regardless of the length of periods most secondary teachers teach 25-29 periods a week; no matter how long periods are, few teachers teach fewer than 25 a week.

Length and number of periods taught	Percent of secondary teachers reporting
Less than 50 minutes:	
Fewer than 25 periods	4.2
25–29 periods	11.4
30–34 periods	8.8
35 or more periods	2.5
50–59 minutes:	
Fewer than 25 periods	6.9
25–29 periods	31.8
30–34 periods	10.7
35 or more periods	0.6
60 or more minutes:	
Fewer than 25 periods	6.1
25–29 periods	14.7
30–34 periods	2.3
35 or more periods	. . .
Number reporting	692

Table 28 shows the number of unassigned periods per week secondary teachers had in their schedules in 1961, 1966, and 1971. The mean number of unassigned periods a week has increased from four to five in the second half of the decade.

Six in 10 secondary teachers have five unassigned periods a week, or the equivalent of one a day, but 1 teacher in 5 still reports no unassigned periods in his schedule.

These data indicate that secondary teachers spend an average of 23 hours a week in actual classroom instruction in addition to other responsibilities, such as study halls, homeroom, work with student groups or regularly scheduled conferences, and that they are provided with an average of slightly less than 4-1/2 hours a week at school for activities such as lesson preparation and grading papers. This amounts to about 12 minutes of preparation time available in the school schedule for each hour of classroom instruction.

Table 25. Number of class periods per week in school, secondary teachers

	1961	1971
Fewer than 30 periods	3.0	6.4
30–34 periods	40.1	42.2
35–39 periods	40.2	32.8
40–44 periods	14.0	14.2
45 or more periods	2.7	4.4
Number reporting	736	677
Mean	34	34
Median	36	35

Table 26. Average length of class periods, secondary teachers

	1961	1966	1971
Less than 45 minutes . .	6.6	10.9	9.1
45–49 minutes	19.5	16.9	18.0
50–54 minutes	23.0	17.0	22.1
55–59 minutes	20.8	28.2	27.7
60–64 minutes	25.4	24.1	20.6
65 minutes or more . . .	4.7	2.8	2.4
Number reporting	753	1,045	700
Mean	55	53	53
Median	55	55	55

Table 27. Number of periods per week taught by secondary teachers

	1961	1966	1971
Fewer than 20 periods .	3.7	4.1	1.0
20–24 periods	19.2	17.2	16.0
25–29 periods	45.0	51.5	57.9
30 or more periods	32.1	27.2	25.0
Number reporting	760	1,027	699
Mean	26	26	26
Median	28	25	25

Table 28. Number of unassigned periods per week, secondary teachers

	1961	1966	1971
None	21.4	22.9	19.4
1–4 periods	9.5	7.3	5.5
5 periods	57.6	53.4	59.2
6–9 periods	4.7	6.4	5.1
10 periods	5.3	8.7	9.6
More than 10 periods . .	1.5	1.3	1.1
Number reporting	738	1,114	726
Mean	4	4	5
Median	5	5	5

In comparison with secondary teachers, departmentalized elementary teachers tend to teach more periods of shorter length and to have fewer unassigned periods per week. They also carry a slightly heavier load in average number of pupils taught per day.

Lunch periods. Question 20 was composed of three parts, asking respondents to indicate the length of their lunch period, whether they ate lunch with their pupils, and if so, their reason for eating lunch with pupils. See Appendix B, page 97, and Appendix C, pages 136-38.

Tables 29, 30, and 31 give the 10-year trend in the length of teachers' lunch periods, the proportion of teachers eating lunch with their pupils, and teachers' reasons for eating lunch with pupils.

The mean length of teachers' lunch periods has decreased only slightly since 1961, but a drop in the median length of lunch period from 40 minutes in 1961 to half an hour in 1966 and 1971 shows that many more teachers have a shorter lunch period than at the beginning of the 1960's. Elementary teachers have tended to have longer lunch periods than secondary teachers, but lunch periods have shortened at both school levels. The median length of elementary teachers' lunch periods in 1971 was 40 minutes instead of the 45 minutes found in 1961. For secondary teachers, the median length of lunch period in 1971 was 30 minutes, slightly below the 34-minute median found 10 years earlier. Lunch periods tend to be a little longer in large than in medium or small school systems and shorter in the Southeast than in other regions of the country.

The trend in eating lunch with pupils shows a large increase between 1961 and 1966 and an even larger decrease between 1966 and 1971 in the percentage of teachers who eat lunch with pupils. The explanation for this appears in the increase during the first half of the decade, followed by decrease in the second half of the decade, in the percentage of teachers compelled to eat lunch with their pupils because it was either customary or required in their schools. Evidently, during the first half of the 1960's the requirement to eat lunch with pupils was imposed on a large number of teachers, who obtained release from this requirement during the second half of the 1960's. The difference between the 1961 and 1971 percentages of teachers eating lunch with pupils is explained by a decrease in the percentage who prefer to eat lunch with their pupils.

As would be expected, a larger proportion of elementary than of secondary teachers have tended throughout the decade to eat lunch with pupils. Consquently, the impact of the imposition and

Table 29. Length of lunch period

				School level					
	Total			Elementary			Secondary		
	1961	1966	1971	1961	1966	1971	1961	1966	1971
Less than 30 minutes	20.5	23.4	22.0	15.0	20.4	18.4	27.8	26.7	25.9
30–39 minutes	29.3	32.6	35.9	25.4	26.3	27.7	34.7	39.5	45.0
40–49 minutes	20.5	21.4	24.1	16.4	21.5	28.6	25.9	21.2	19.0
50–59 minutes	11.4	9.7	9.4	13.5	10.7	11.1	8.3	8.6	7.4
60 minutes or more	18.3	13.1	8.8	29.7	21.2	14.4	3.3	4.0	2.8
Number reporting	1,848	2,271	1,511	1,052	1,186	795	796	1,085	716
Mean	40	38	37	44	41	39	35	35	34
Median	40	30	30	45	40	40	34	30	30

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Less than 30 minutes	19.5	18.5	26.7	23.1	21.8	23.5	24.8	22.3	35.9	40.7	22.8	19.1	12.0	9.6
30–39 minutes	32.7	34.7	33.5	36.3	31.1	36.4	23.8	29.8	43.2	45.0	27.4	34.2	37.6	36.2
40–49 minutes	22.8	27.7	20.3	22.6	21.8	22.5	23.6	26.3	13.9	9.2	21.6	24.2	25.2	34.1
50–59 minutes	12.9	11.0	8.4	8.6	9.0	8.9	9.0	11.0	4.3	3.9	10.6	8.7	13.9	13.0
60 minutes or more	12.1	8.2	11.1	9.4	16.3	8.6	18.7	10.5	2.9	1.3	17.4	13.8	11.3	7.1
Number reporting	544	427	993	680	734	404	546	345	489	307	660	492	576	367
Mean	39	38	36	36	39	36	40	38	31	29	39	38	40	39
Median	35	35	30	30	35	30	40	35	30	30	38	35	40	40

subsequent removal of requirements for eating lunch with pupils has been greater at the elementary than at the secondary level although it has also affected secondary teachers. The percentage of elementary teachers required to eat lunch with pupils has decreased from 45 to 26 percent in the last five years, and 1971 marks the first time in the period covered by these studies that a majority of elementary teachers have had a duty-free lunch period. Six elementary teachers in 10 now have a duty-free lunch period, as do 8 in 10 secondary teachers.

Among both elementary and secondary teachers, most who eat lunch with pupils do so all the time rather than on a rotating basis, and most do so because they are required to, rather than being influenced by the custom of their schools or their own preference.

Only about 1 teacher in 4 in large or medium size school systems now eats lunch with pupils, but the proportion of small-system teachers eating lunch with pupils has also decreased in the past five years from 6 in 10 to 4 in 10. Geographical differences are very large. The percentage of teachers in the Southeast eating lunch with pupils (60 percent) is four times as great as in the Northeast (15 percent). The Middle and West with 26 and 27 per-

Table 30. Eating lunch with pupils

	Total			School level Elementary			Secondary		
	1961	1966	1971	1961	1966	1971	1961	1966	1971
Yes, all the time	...	29.4	21.0	...	41.1	28.0	...	16.6	13.1
Yes, on a rotating basis	...	17.4	9.5	...	21.7	12.5	...	12.8	6.5
Total Yes	38.8	46.8	30.5	50.5	62.8	40.5	23.1	29.4	19.6
No	61.2	53.1	69.4	49.5	37.2	59.6	76.9	70.6	80.3
Number reporting	1,864	2,287	1,521	1,065	1,197	800	799	1,090	721

	School system size Large		Medium		Small		Geographical region Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Yes, all the time	23.4	17.8	27.0	19.6	37.2	26.5	14.2	6.9	59.9	49.7	24.1	17.5	23.9	14.9
Yes, on a rotating basis	12.8	7.0	17.3	8.1	21.0	14.9	20.9	8.1	12.1	10.7	19.0	8.3	17.0	12.0
Total Yes	36.2	24.8	44.3	27.7	58.2	41.4	35.1	15.0	72.0	60.4	43.1	25.8	40.9	26.9
No	63.8	75.2	55.6	72.3	41.8	58.5	64.8	85.1	28.0	39.6	56.9	74.2	59.2	75.2
Number reporting	547	428	1,003	683	737	410	549	349	496	308	664	496	578	368

Table 31. Reason for eating lunch with pupils

	Total			School level Elementary			Secondary		
	1961	1966	1971	1961	1966	1971	1961	1966	1971
Custom or requirement	26.9	41.1	24.1	37.0	56.2	32.8	13.5	24.4	14.5
Custom	...	8.4	5.8	...	10.8	7.0	...	5.8	4.4
Requirement	...	32.7	18.3	...	45.4	25.8	...	18.6	10.1
Own preference	11.6	3.9	4.4	13.0	3.8	5.1	9.6	4.0	3.9
Reason not indicated	0.3	1.9	2.0	0.5	2.8	2.6	...	0.9	1.2
Do not eat lunch with pupils	61.2	53.1	69.4	49.5	37.2	59.6	76.9	70.6	80.3
Number reporting	1,864	2,287	1,521	1,065	1,197	800	799	1,090	721

cent, respectively, eating lunch with pupils exceed the Northeast by a considerable margin, but both are far below the Southeast. Although most teachers everywhere who eat lunch with pupils are required to do so, the custom of the school is more extensively operative in small systems and in the Southeast than elsewhere in causing teachers to eat with pupils.

Faculty meetings. Question 23 asked respondents whether they had to attend regularly scheduled faculty meetings, and if so, now many meetings per year of what average duration. See Appendix B, page 97, and Appendix C, pages 139-41.

Results show that 7 teachers in 8 attend regular faculty meetings. The proportions of elementary and of secondary teachers attending faculty meetings are similar, but a slightly smaller, though still large, majority of teachers in small systems (8 in 10) than in medium or large systems (9 in 10) attend regular faculty meetings.

Elementary teachers attend more faculty meetings per year than secondary teachers do, but more elementary teachers have shorter meetings. The median length of elementary teachers' meetings is 45 minutes, while the median among secondary teachers is one hour.

The table below shows the relationship between the number and length of faculty meetings attended by elementary and secondary teachers.

Number and length of faculty meetings	Elementary	Secondary
Fewer than 5 meetings		
Less than 1 hour	3.3	3.3
1 hour or more	3.3	3.1
5–14 meetings		
Less than 1 hour	27.8	26.2
1 hour or more	20.8	35.8
15–24 meetings		
Less than 1 hour	9.6	8.4
1 hour or more	8.2	8.9
25–34 meetings		
Less than 1 hour	6.4	3.3
1 hour or more	4.0	1.8
35 or more meetings		
Less than 1 hour	10.8	6.5
1 hour or more	5.8	2.7
Number reporting	582	550

It is reasonable to expect that faculty meetings would be scheduled on a monthly, biweekly, or weekly basis. Monthly meetings would fall in the range of 5-14 a year, biweekly in the range of 15-24 a year, and weekly scheduling would produce 35 or more meetings a year. It thus appears that scheduling of faculty meetings is most commonly done on a monthly basis at both elementary and secondary levels, but that elementary teachers are more likely to have monthly meetings of less than an hour and secondary teachers to have monthly meetings of an hour or longer. Biweekly scheduling would appear to be about equally common for elementary and secondary teachers but more common than weekly scheduling for secondary teachers. Elementary teachers are more likely to have weekly meetings than secondary teachers, but for both elementary and secondary teachers weekly meetings are more likely to be shorter than one hour than to be an hour or longer.

Teachers in large systems tend to have more faculty meetings than teachers in small school systems. The proportion of teachers in large or medium systems attending 30 or more meetings a year (1 in 5) is twice as great as the proportion in small systems (1 in 10).

Contract year. Question 19 asked respondents to state the number of days of classroom teaching and the number of additional nonteaching days of contract scheduled for the 1970-71 school year. See Appendix B, page 97, and Appendix C, pages 134-35. Table 32 compares the number of teaching and of nonteaching days reported by teachers in 1966 and 1971. Changes in the number of teaching days reported show a tendency to greater uniformity in length of school year. The percentage of teachers reporting 180-181 days of classroom teaching has increased from 46 to 54 percent in the past five years. This trend appears at both elementary and secondary levels and in large, medium, and small systems, but the change has been greater in small than in medium or large systems. In 1971, the percentage of teachers reporting the 180-181 day teaching year is greater in small systems (60 percent) than in medium (53 percent) or large systems (50 percent). Large school systems, where 1 teacher in 4 reports 184 or more days of classroom teaching, still have a longer teaching year than medium or small systems.

Geographically, the Northeast still has the longest teaching year and the West the shortest.

Table 32. Length of school year

	Total		School level				School system size						Geographical region							
			Elementary		Secondary		Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Teaching days																				
Less than 176	10.4	8.8	10.9	9.4	9.8	8.2	8.1	5.4	9.7	10.3	13.1	9.8	2.6	0.6	11.3	15.8	7.5	5.5	20.6	14.7
176–177	8.9	6.3	9.6	6.6	8.1	6.0	6.6	6.7	8.2	5.3	11.4	7.7	0.6	...	9.1	1.3	7.7	5.5	18.3	18.0
178–179	7.5	5.5	7.0	5.4	8.1	5.6	9.1	6.7	7.6	4.5	6.4	5.8	1.4	1.5	5.1	2.7	8.4	6.0	14.9	11.1
180–181	45.8	53.9	47.0	53.2	44.6	54.7	44.1	50.1	45.1	52.7	48.1	59.6	45.0	49.1	67.1	67.7	41.6	54.7	32.5	45.2
182–183	9.0	8.2	8.6	8.3	9.3	8.2	7.4	5.7	11.0	12.2	7.3	4.2	16.6	20.4	1.3	3.7	12.8	6.7	3.8	2.4
184 or more	18.4	17.3	16.8	17.2	20.1	17.4	24.8	25.3	18.4	15.0	13.8	12.9	33.9	28.4	6.0	8.8	21.9	21.5	9.9	8.7
Number reporting	2,029	1,388	1,053	726	976	662	472	387	898	622	659	379	505	324	450	297	570	433	504	334
Mean	181	181	181	181	180	181	182	182	181	180	180	180	182	182	180	180	182	181	178	179
Median	180	180	180	180	180	180	180	180	180	180	180	180	182	181	180	180	180	180	179	180
Nonteaching days																				
None	25.0	32.8	26.0	35.8	23.9	29.5	22.9	42.9	22.5	25.6	29.9	34.3	31.9	43.5	18.9	25.6	26.1	30.3	22.2	32.0
1–2	13.4	11.3	12.0	11.3	15.0	11.3	16.1	6.7	11.0	13.7	14.7	12.1	18.0	18.8	6.7	2.4	13.0	11.1	15.3	12.3
3–4	20.0	12.9	21.8	11.8	17.9	14.0	16.5	10.3	21.4	15.1	20.5	11.9	24.0	12.7	9.8	4.7	22.3	16.9	22.4	15.3
5–6	20.1	20.2	20.2	18.0	20.0	22.5	15.9	13.4	22.9	24.9	19.3	19.3	15.2	17.9	22.0	21.2	18.9	20.6	24.6	21.0
7–8	4.8	3.2	4.9	3.4	4.7	3.0	5.7	3.6	5.7	3.4	3.0	2.6	4.4	1.5	3.3	4.0	6.7	3.9	4.6	3.3
9–10	8.9	12.2	8.6	12.5	9.1	11.9	12.5	12.4	8.7	11.6	6.5	13.2	3.8	3.4	22.2	20.5	6.7	12.0	4.6	13.8
More than 10	7.8	7.3	6.4	7.0	9.4	7.7	10.4	10.6	7.8	5.8	6.1	6.6	2.8	2.2	17.1	21.5	6.3	5.3	6.3	2.4
Number reporting	2,029	1,388	1,053	726	976	622	472	387	898	622	659	379	505	324	450	297	570	433	504	334
Mean	5	4	4	4	5	5	5	4	5	4	4	4	3	2	7	7	4	4	5	4
Median	4	3	3	3	4	4	3	3	4	4	3	3	3	1	5	5	3	4	3	3

Distinct geographical differences appear in the distribution. Northeastern teachers are about evenly divided between those reporting 180-181 teaching days and those reporting more than 181 days, while extremely few have a teaching year of less than 180 days. In the Southeast, however, two-thirds continue to report the traditional 180-181 days of teaching. Both Middle and West, on the other hand, show the trend to greater uniformity in length of teaching year. Percentages reporting 180-181 days a year have increased substantially in both regions since 1966. However, the long school year still tends to be more common in the Middle and the short school year more common in the West; 1 teacher in 5 in the Middle reports 184 or more days of classroom teaching, while more than 4 teachers in 10 in the West report a teaching year of fewer than 180 days.

Additional nonteaching days of contract have decreased from a mean of five to four days since 1966, but the approximately 4 teachers in 10 reporting five or more nonteaching days show no sign of change. Teachers who do not report any nonteaching days have increased from 1 in 4 to nearly 1 in 3 in the past five years.

Secondary teachers continue to have more nonteaching days than elementary teachers, a mean of five compared with four days. At both school levels, however, the percentage not reporting any nonteaching days has increased since 1966.

In 1966, teachers in large and medium systems averaged more nonteaching days per year than teachers in small systems, but a mean of four nonteaching days is shared by teachers in large, medium, and small systems in 1971. It is in large systems, however, that the percentage of teachers not reporting any nonteaching days has increased most greatly. This percentage has grown from 23 to 43 percent in the past five years and now exceeds the percentage found in medium or small systems.

Although Northeastern teachers have more days of classroom teaching, they have fewer nonteaching days than teachers in other regions of the country. The mean number of nonteaching days in the Northeast, already the smallest in the country in 1966, decreased still further from three to two between 1966 and 1971. The Southeast, still with a mean of seven, continues to have the highest number of nonteaching days. The percentage of Southeastern teachers with more than 10 extra nonteaching days of contract remains considerably greater than the percentage in any other region of the country.

Contract status. Question 22 asked respondents whether they had tenure, continuing contract, or neither in their present school district. See Appendix B, page 97, and Appendix C, page 139.

Results show that more than half of all teachers have tenure, about 1 teacher in 10 is on continuing contract, and 1 teacher in 3 has neither tenure nor continuing contract. Proportions of men and women, and of elementary and secondary teachers, with tenure or continuing contract are generally similar, but not surprisingly fewer teachers under age 30 than in the older age groups have permanent contract status.

A majority of teachers in large, medium, and small systems have either tenure or continuing contract, but the larger the system the greater the proportion with permanent status. About 3 teachers in 4 in large systems, compared with 2 teachers in 3 in medium size systems, and with 6 teachers in 10 in small systems have either tenure or continuing contract.

A higher percentage of teachers in the Northeast than in other regions have either tenure or continuing contract. Continuing contract is most prevalent among teachers in the Southeast (18 percent) and more widespread among teachers in the West (13 percent) than in the Middle (7 percent) but very rare in the Northeast (1 percent).

School staff and pupil characteristics

Size of school staff. Questions 10 and 11 concerned, respectively, the total number of classroom teachers and the total number of other full-time professional staff in the schools to which teachers were currently assigned.

Table 33, which shows the number of classroom teachers in schools as reported by teachers in 1961, 1966, and 1971, reveals that schools became larger during the 1960's. Teachers reporting a classroom teaching staff of fewer than 25 decreased from 48 to 37 percent in the 10-year period.

Elementary teachers continue to report fewer teachers in their schools than secondary teachers. Elementary teachers average 25 to a school, compared with secondary teachers' 61 to a school. A majority of elementary teachers are still assigned to schools of fewer than 25 teachers, but the proportion in schools of this size has decreased during the

Table 33. Number of classroom teachers in school

	Total			School level Elementary			Secondary		
	1961	1966	1971	1961	1966	1971	1961	1966	1971
Fewer than 25 teachers . . .	48.3	43.5	37.2	67.5	66.0	58.9	22.8	18.5	13.2
25–49 teachers	32.7	32.8	34.4	28.0	30.2	34.1	39.0	35.7	34.9
50–99 teachers	15.1	17.0	20.7	3.9	3.1	6.6	29.9	32.6	36.3
100 or more teachers	3.9	6.8	7.5	0.6	0.8	0.5	8.3	13.3	15.5
Number reporting	1,879	2,324	1,522	1,069	1,223	799	810	1,101	723
Mean	. . .	39	42	. . .	23	25	. . .	57	61
Median	. . .	27	31	. . .	20	22	. . .	45	50

	School system size Large		Medium		Small		Geographical region Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Fewer than 25 teachers . .	28.1	26.7	41.1	38.2	58.0	46.3	34.7	30.4	48.6	38.6	48.9	40.6	41.0	38.3
25–49 teachers	38.0	34.8	31.4	31.9	31.0	38.0	31.6	29.7	38.4	40.6	30.4	34.9	31.7	33.1
50–99 teachers	21.6	25.4	20.0	22.3	9.4	13.1	22.7	27.8	11.7	16.7	14.8	17.7	18.9	20.9
100 or more teachers	12.2	13.0	7.7	7.4	1.5	2.4	11.2	12.3	1.4	3.8	5.8	6.7	8.2	7.5
Number reporting	549	422	1,024	688	751	412	552	350	514	308	676	493	582	371
Mean	50	52	43	42	26	31	47	51	30	36	38	40	41	42
Median	34	40	29	30	21	26	34	39	25	29	25	30	28	32

past five years from the two-thirds characteristic of the first half of the decade. About 6 elementary teachers in 10 are now in schools of fewer than 25 teachers. Secondary teachers in schools of fewer than 25 teachers have decreased steadily over the decade from 23 to 13 percent, while the percentage of secondary teachers in schools with 100 or more teachers has approximately doubled from 8 to 16 percent.

Not surprisingly, size of school correlates with size of school system. Change since 1966, however, has been concentrated chiefly in smaller systems, where the mean number of teachers per school has increased from 26 to 31 and the percentage of teachers in schools of fewer than 25 decreased from 58 to 46 percent. Geographically, Northeastern teachers still report the largest number of teachers in their schools and Southeastern teachers the smallest, but the greatest change in the past five years has been the reduction of the proportion of teachers in the Southeast and Middle in small schools of fewer than 25 teachers.

In addition to classroom teachers, a mean of seven other full-time professional staff members, such as counselors, librarians, nurses, and administrators, was reported by 87 percent of respondents. More secondary than elementary teachers reported more additional professional staff; 92 percent of secondary teachers reported a mean of nine additional professional staff, while 83 percent of elementary teachers reported a mean of four additional professional staff.

As would be expected, the number of nonteaching professional staff in a school correlates with the number of classroom teachers in the school, as shown below. Twenty-two percent of the teachers in schools with a teaching staff of less than 25 failed to respond to the question on additional professional staff, and it is possible that some of these are in very small schools which do not have any full-time professional staff in addition to classroom teachers.

Number of classroom teachers in school	Mean number of other professional staff
Fewer than 25	3
25–49	5
50–99	10

The correlation of the size of teaching and nonteaching professional staff makes it inevitable that the greatest number of nonteaching professionals should be reported by teachers in large school systems and in the Northeast and lowest number of nonteaching professionals by teachers in small systems and in the Southeast.

Special staffing arrangements. Two questions concerning special aspects of staffing in schools were Question 21 on team teaching and Question 31 on teacher aides. See Appendix B, pages 97 and 98, and Appendix C, pages 138 and 145-46.

On the former question, nearly 3 teachers in 8 report that there is team teaching in their schools, included in whom is 1 in 8 who is himself team teaching. Among elementary teachers 1 in 6 is team teaching, twice as large a proportion as among secondary teachers. However, a higher percentage of secondary teachers, 40 percent, than of elementary teachers, 34 percent, report the existence of team teaching in their schools.

A greater proportion of teachers in large and medium-size systems (4 in 10) than in small systems report the existence of team teaching in their schools. In all three system-size groups, however, about one-third of those who report team teaching in their schools are themselves members of teams.

The services of a teacher aide are available to 29 percent of all teachers, representing 42 percent of elementary teachers and 16 percent of secondary teachers, but most of these share the aide's services with other teachers. Only 6 percent of all teachers and 9 percent of elementary teachers have an aide to assist them alone. Availability of aide services tends to be equally widespread in different size school systems and different geographical regions, but the 10 percent of teachers in the West who have aides of their own more than twice as great as in the other regions.

The type of assistance which teachers most frequently receive from aides is secretarial help. Figure 1 shows various types of assistance performed by teacher aides and the percentage of all teachers with aides and of all elementary teachers with aides receiving each type of assistance.

The school principal. Questions 25 and 26 concerned, respectively, the sex and the racial-ethnic origin of teachers' principals. See Appendix B, page 97, and Appendix C, page 143.

Results indicate clearly that most school principals are white males. Eighty-nine percent of all teachers, representing 80 percent of elementary teachers, and 99 percent of secondary teachers, are under the supervision of a male principal, and 92 percent of all teachers are supervised by white principals. A higher percentage of elementary teachers, 7 percent, than of secondary teachers, 4 percent, have black principals. Together they comprise 6 percent of all teachers reporting black principals.

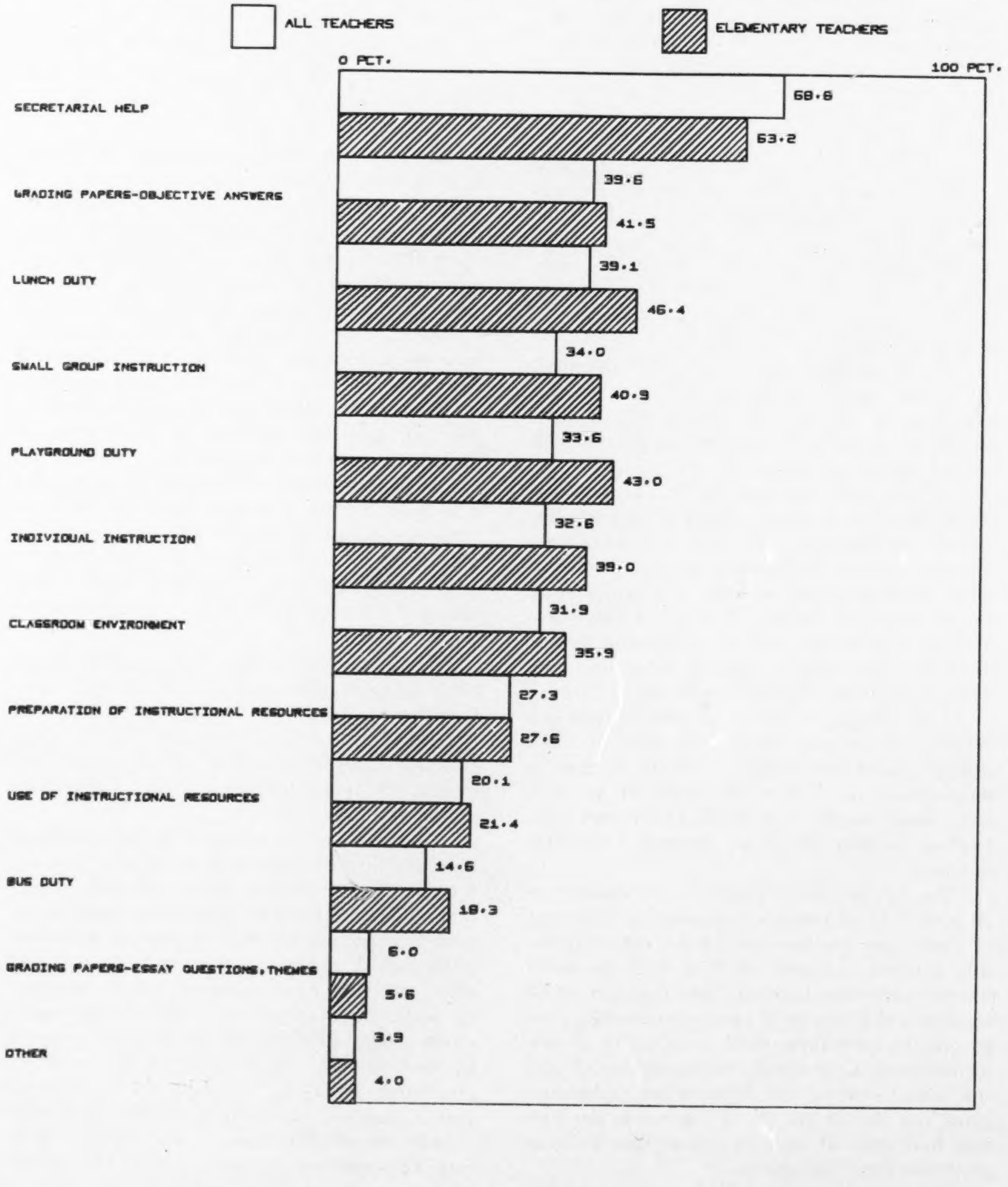
Women and blacks appear more frequently as the principals of teachers in large than in medium-size or small school systems. One teacher in 5 in large systems has a woman as principal and 1 in 8 has a black principal. The Southeast has a larger percentage of teachers with black principals; 15 percent of Southeastern teachers have a black principal, compared with 6 percent in the Northeast, and 3 percent in the other two regions of the country.

Pupils' background. Question 24 asked respondents to specify the percentage of their pupils belonging to each of several racial-ethnic groups, and Question 27 asked them to indicate to which socioeconomic class the majority of their pupils belonged. See Appendix B, page 97, and Appendix C, pages 141-42 and 144.

In regard to racial-ethnic origin, responses show that if there were such a thing as a "typical" class, it would consist of 14 percent black, 5 percent Mexican-American and other Spanish-surnamed, 2 percent Oriental, 1 percent American-Indian and 78 percent of other pupils. As "typical" classes are virtually nonexistent, a more meaningful picture is obtained by considering the racial-ethnic origin of the majority of the pupils reported by each teacher. Since most of the country's population is white, it is only to be expected that a majority of teachers would report that a majority of their pupils were white. However, 12 percent of teachers report that a majority of their pupils are black, and included in the 84 percent reporting white pupils in the majority are 3

FIGURE I

TYPES OF ASSISTANCE PERFORMED BY AIDES FOR ALL TEACHERS AND FOR ELEMENTARY TEACHERS -- PERCENT WITH AIDES REPORTING EACH TYPE OF ASSISTANCE



percent who report that a majority of their pupils are Mexican-American or other Spanish-surnamed in ethnic origin. Two percent of teachers report classes so composed that no one racial or ethnic group constitutes 50 percent or more of their pupils.

A higher percentage of elementary teachers, 16 percent, than of secondary teachers, 9 percent, report that a majority of their pupils are black, and the percentage of teachers in large systems reporting black pupils in the majority, 28 percent, is four times as great as the percentage in medium systems and more than five times as great as the percentage in small systems. The Southeast, with 22 percent of teachers reporting mostly black pupils exceeds the Northeast with 14 percent, which in turn exceeds both the Middle with 9 percent and the West with 7 percent. In the West, however, Mexican-American pupils are also reported in the majority by 7 percent of teachers.

With regard to socioeconomic status, the largest proportion of teachers, 3 in 8, reports that a majority of their pupils are lower-middle class. Upper-middle class and upper-class pupils are reported in the majority by slightly less than 1 teacher in 4, and lower-class pupils are in the majority for 1 teacher in 6. One teacher in 4, however, reports mixed economic classes.

Although the largest proportion of both elementary and secondary teachers and of teachers in different size school systems and in different geographical regions report that most of their pupils are lower-middle class, the following variations also appear:

- A higher percentage of elementary teachers (19 percent) than of secondary teachers (11 percent) report lower-class pupils in the majority.
- Nearly 3 teachers in 10 in large systems, compared with about 1 in 10 in medium and small systems, have mostly lower-class pupils.
- A greater percentage of teachers in medium-size systems and in the Northeast than elsewhere have mostly upperclass and upper-middle class pupils.
- Mixed economic classes are more frequently reported by teachers in the Southeast than in other regions and more rarely by teachers in large than in medium or small systems.

Types of communities. Question 28 asked respondents to indicate the type of community where their school was located, and Questions 29 and 30 followed up by asking teachers in the inner city how they had been assigned to these schools and whether they received extra pay or other incentives for the assignment.

The distribution of teachers by type of community shows more than one-third in urban areas, over one-half in suburban areas or small towns (with slightly more in small towns than in suburban communities), and 1 teacher in 8 in a rural area. Two teachers in 10 are in large cities with 1/4 million or more population; these are about evenly divided between the inner core and the rest of the city. It is not entirely clear whether teachers in small towns lying within the exurban belt around a major metropolitan center would have described the community as "suburban" or "small town." Teachers reporting their schools in small towns may therefore include both teachers in such suburban small towns and teachers in small towns remote from metropolitan areas.

A definite and predictable correlation exists between type of community and size of school system. Three teachers in 4 in large systems are in cities; the largest proportion of teachers in medium-size systems are in suburban communities, 36 percent, and 28 percent are in small towns; and more than 8 teachers in 10 in small systems are in either rural areas or small towns. Equally predictable is the high percentage of Northeastern teachers in suburban communities (44 percent) and the higher percentage of teachers in the Southeast than in other regions who are in rural areas.

Over half the large-system teachers are in cities of 1/4 million or more population, and over half of these, 29 percent of all large system teachers, are in inner city schools. Inner city teachers as a whole constitute too small a sample to report the distribution of responses to the follow-up questions, but results clearly indicate that most inner city teachers were assigned to these schools when they were new in the school system and that most do not receive extra pay or other types of incentives for inner city assignments.

IV. PROFESSIONAL GROWTH

Summary of Major Findings and Trends

- Workshops sponsored by the school system, courses in education, university extension courses, and work on the curriculum committee or some other committee assignment are the most common types of professional growth activities for teachers. Six teachers in 10 have participated in workshops sponsored by their school systems during the past three school years.
- 6 percent of all 1971 teachers have been on sabbatical leave at some time since fall 1968.
- 61 percent of teachers have earned a mean of 14 semester hours of college credit (since college graduation) in the past three years for a mean expenditure of $536 from their own funds.
- Most teachers continue to be members of professional education associations.

Professional Growth Activities

Question 55 listed a number of professional growth activities for teachers and asked respondents to indicate in which of these they had participated in 1968-69, 1969-70, and 1970-71. See Appendix B, page 100, and Appendix C, pages 172-80.

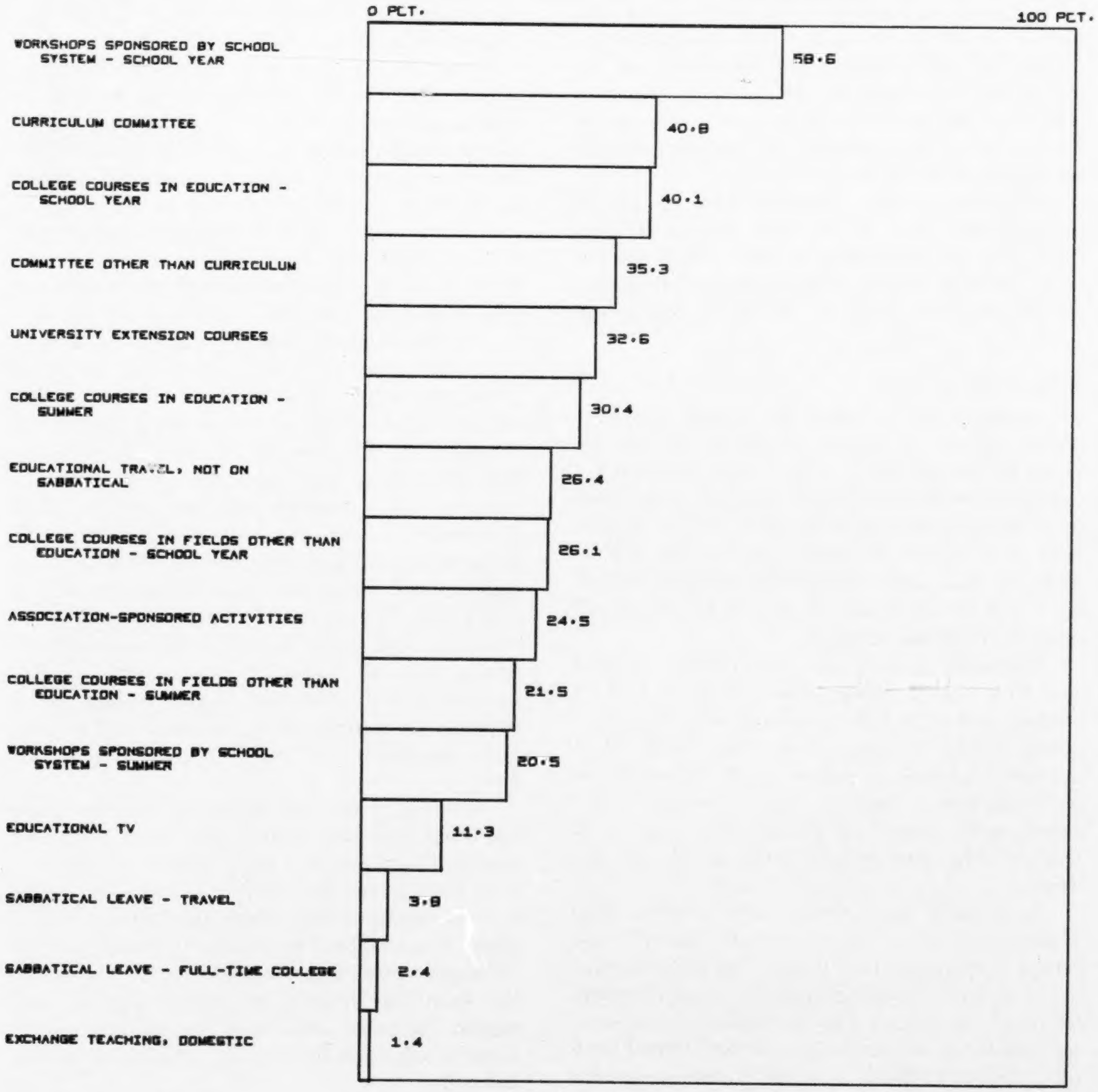
Figure II depicts responses pertaining to the three-year period as a whole for the activities in which the largest percentages of teachers have participated. Workshops sponsored by the school system stand out as having the highest percentage of participants. Comparison of different activities shows that more teachers have taken college courses in education than in other subject fields, and that in both education and other subjects more have taken college courses during the school year than during the summer. Not shown on the graph are activities in which less than 1 percent of respondents had participated at any time during the three years: foreign exchange teaching, Peace Corps, Teach Corps, and Teacher Corps.

Analysis of responses for the three-year period as a whole reveal a number of differences. A higher percentage of elementary than of secondary teachers have participated in school-system workshops both during the school year and during the summer, although workshops during the year are the chief activity also of secondary teachers and summer workshops are a less usual activity for teachers at both grade levels. The percentage of elementary teachers using educational TV for professional growth is also higher than the percentage of secondary teachers. Not surprisingly, greater percentages of secondary than of elementary teachers have taken college courses in subject fields other than education both during the school year and during the summer. Secondary teachers also show a slightly higher percentage taking part in professional growth activities sponsored by professional associations.

Also unsurprising is the finding that highest percentages of teachers taking all categories of college courses listed are in the youngest age group and lowest percentages in the oldest age group. Teachers under age 30, however, show a smaller percentage than the older age groups who have participated in system-sponsored workshops during the year or worked on the curriculum committee. Teachers age 50 and over, on the other hand, show a larger percentage who have undertaken educational travel than younger age groups.

Greater percentages of teachers in large and medium-size school systems than in small systems have participated in school system workshops both during the year and during the summer. College courses in education or in other subjects are more likely to have been taken during the school year by teachers in large than in medium or small systems and by teachers in the Northeast and West than in the other two regions of the country. Large systems, however, show a smaller percentage of teachers working on the curriculum committee than medium or small systems. Geographically, the Southeast is distinguished from the rest of the

FIGURE II
PRINCIPAL PROFESSIONAL GROWTH ACTIVITIES UNDERTAKEN
BY TEACHERS IN PAST 3 YEARS -- PERCENT REPORTING EACH ACTIVITY



country in having the lowest percentage of teachers who have undertaken educational travel and the highest percentage who have used educational TV for professional growth. The West shows the highest percentage of teachers who have taken university extension courses and the Northeast the lowest; the percentage of teachers taking extension courses in the West exceeds the percentage in the Southeast, which in turn exceeds the percentage in the Middle of the country.

If teachers having sabbatical leave for any of the purposes listed at any time during the past three years are considered together, they amount to 5.7 percent of all teachers. Analysis of responses on different bases reveals only minor differences.

College Study for Credit

Question 56 concerned the number of college credits earned by teachers in the three years (limited to credits earned since college graduation), and Question 57 asked those who had earned credits in the past three years to specify the amount of their own money they had spent for fees and tuition, for food and lodging while attending school, for travel to and from school, and for books and other instructional materials.

Sixty-one percent of respondents indicated that they earned college credits; 9 percent of all teachers had earned 30 or more semester hours of credit within the preceeding three years. Most teachers undertaking college study, however, reported at least 3 but less than 15 semester hours earned in the three-year period. The mean for all teachers who had earned credits is 14 semester hours.

More men have earned more credits than women, and more teachers under age 50 have earned more credits than teachers age 50 and older. Seven men in 10 earning credits averaged 17 semester hours, compared with 13 semester hours averaged by the 6 women in 10 who had earned credits. Nearly two-thirds in each of the age groups under age 50 earned credits, averaging about 14 semester hours for the three-year period, while slightly less than half the teachers 50 and older averaged 11 semester hours. Among teachers earning credits, 1 man in 5 and a similar proportion of teachers under age 30 earned 30 or more semester hours.

In view of the findings related to sex and age, it is not surprising also to find that a higher percentage of secondary teachers (64 percent) than of elementary teachers (58 percent) had earned credits. However, the mean number of semester hours earned by those who did take courses for credit is similar for elementary and secondary teachers.

More of the teachers in large school systems earned more credits than teachers in medium or small systems. Seven teachers in 10 in large systems earned credits, averaging 17 semester hours for the three-year period. A larger proportion of teachers in the West, nearly 3 in 4, than in other regions earned credits, but when teachers who earned credits are considered, the Northeast along with the West shows a greater number of semester hours earned than the other two regions of the country.

Teachers earning college credits during the past three years spent from their own funds a mean of $536, consisting of $310 for fees and tuition, $92 for food and lodging while attending school, $79 for travel to and from school, and $55 for books and instructional materials. These mean amounts, however, are deceptively high because of a small percentage of teachers with extremely heavy educational expenses. Although most teachers taking college credits reported expenditures for tuition and books, only about 1 in 4 had room and board expenses, and fewer than 6 in 10 had travel expenses. For all types of expense, the median amount is well below the mean; medians are as follows: for tuition, $152; for board and lodging, none; for travel, $20; and for books and materials, $25.

In view of the fact that men, teachers under 50, teachers in large systems and in the Northeast and West have earned a larger number of credits, it is to be expected that they would also have spent more money on college study than others. Tuition costs, however, have been high for teachers in the Northeast and comparatively lower for teachers in the West. The table at the top of page 49 summarizes the mean amounts of expenditures for different study costs by sex, age, school system size, and region.

Professional Organization Membership

Question 51, which concerned teachers' membership in various types of organizations, included, in addition to community and civic organizations, organizations of professional interest to educators. See Appendix B, page 99, and Appendix C, pages 165-66.

Mean amount spent for	All teachers	Sex		Age			
		Men	Women	Less than 30	30-39	40-49	50 or more
Total	$536	$684	$444	$676	$499	$512	$291
Tuition	310	387	262	401	274	299	160
Food and lodging	92	123	73	128	77	84	43
Travel	79	106	62	82	89	78	58
Books and materials	55	68	47	65	59	51	31
Number reporting	931	357	574	362	228	168	161

	School system size			Geographical region			
	Large	Medium	Small	Northeast	Southeast	Middle	West
Total	$650	$461	$524	$613	$301	$532	$649
Tuition	419	264	253	439	161	314	315
Food and lodging	82	79	128	40	46	104	153
Travel	82	70	90	71	60	65	111
Books and materials	66	48	53	63	33	49	70
Number reporting	293	406	232	202	190	273	266

Table 34 compares responses of 1966 and 1971 teachers regarding membership in professional organizations. These data indicate some over-all decrease, especially in state association membership, for teachers as a whole during the 5-year period. In addition, several noteworthy changes have occurred in subgroups, including the following:

- A movement toward equalization of the proportion of men and women who are members of the National Education Association. The 1971 data indicate similar percentages of men and women teachers holding NEA membership, whereas in 1966 a higher percentage of women were NEA members.
- A decrease in professional association membership of all types among teachers under age 30. The youngest age group now stands out from older age groups in having smaller percentages of teachers who are organization members.
- A decrease in state and local education association membership among teachers in large systems.
- A substantial decrease in the percentages of teachers in the Southeast reporting membership in local, state, and national education associations.

The geographical pattern in 1971 shows fewer teachers in the two eastern regions than in the Middle and West members of NEA, and fewer in the Northeast than in the other regions members of state associations. In regard to size of school system, large systems have fewer members of state and local associations than medium or small systems, but medium size systems exceed both large and small systems in percentage of NEA members. Large and medium systems, however, show greater percentages of teachers who are members of special-interest organizations.

As would be expected, secondary teachers, and therefore also men, show a larger percentage of teachers holding membership in special-interest organizations. However, a higher percentage of elementary than of secondary teachers are NEA members, although data do not indicate significant difference between elementary and secondary teachers in state and local membership.

Table 34. Membership in professional organizations

			Sex				School level			
	Total		Men		Women		Elementary		Secondary	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
National Education Association	59.9	57.3	51.5	56.1	63.6	58.0	63.9	60.5	55.4	53.9
State education association . . .	81.9	75.4	78.2	74.9	83.6	75.7	82.9	76.5	80.8	74.2
Local education association . . .	83.1	79.6	80.0	77.4	84.6	80.7	83.5	80.5	82.8	78.5
Subject-matter or professional special-interest association . . .	37.5	36.1	46.7	43.5	33.3	32.3	20.7	22.3	56.0	51.5
Number reporting	2,344	1,533	730	526	1,614	1,007	1,230	807	1,114	726

	Age							
	Less than 30		30-39		40-49		50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
National Education Association .	56.6	49.8	59.0	55.9	64.0	61.9	62.6	67.6
State education association	80.3	67.4	80.0	77.4	84.4	75.2	84.5	87.9
Local education association	80.8	73.8	83.2	78.6	85.6	81.1	85.5	89.7
Subject-matter or professional special-interest association	39.4	27.9	40.3	40.3	40.7	47.0	31.2	37.2
Number reporting	781	562	524	345	403	270	593	339

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
National Education Association	56.5	51.6	66.6	62.6	53.1	54.6	52.5	51.3	69.4	51.0	57.9	60.4	60.6	64.2
State education association	68.5	58.8	86.3	82.0	85.8	81.8	73.7	67.8	90.9	73.5	81.5	78.1	82.2	80.5
Local education association . . .	75.0	68.1	88.3	85.1	82.2	82.5	79.7	76.4	91.7	80.3	80.1	79.5	82.5	82.1
Subject-matter or professional special-interest association . . .	43.3	40.3	38.1	36.7	32.3	30.8	37.9	36.2	36.8	32.3	37.8	39.0	37.2	35.6
Number reporting	559	432	1,032	689	753	412	556	351	517	310	682	498	589	374

V. ATTITUDES TOWARD THE PROFESSION

Summary of Major Findings and Trends

- The desire to work with young people remains the most important factor in determining teachers' choice of career.
- A majority of secondary teachers were influenced in their choice of career by their interest in a particular subject-matter field.
- Three-fourths of 1971 teachers, like three-fourths of 1961 teachers, would again choose teaching if they could go back to the beginning of their adult professional lives and make a new career choice.
- Adequacy of resources is teachers' area of greatest concern in doing their jobs successfully. More teachers mentioned sufficient or insufficient materials, staff, or funds than anything else in naming the greatest help and greatest hindrance they encountered in their work.

Reasons for Becoming a Teacher

Question 44 asked respondents to indicate on a checklist their three main reasons for choosing a teaching career. See Appendix B, page 99, and Appendix C, pages 159-60.

Responses show that the principal reasons for choosing a teaching career are not of the pragmatic variety. Standing out at the top is a desire to work with young people, included by 72 percent of respondents as one of their three main reasons and the only reason on the list indicated by a majority of all teachers. A question similar in intent but different in form which was asked in 1966 also showed the desire to work with young people as the chief reason for becoming a teacher. For 1971 teachers, next in percent of response were the value or significance of education in society with 37 percent and interest in a subject-matter field with 35 percent. The opportunity offered by teaching for a lifetime of self-growth ranked fourth with 21 percent.

Predictably, a much larger proportion of secondary than of elementary teachers have been drawn to teaching by their interest in a subject-matter field. This factor is widely important to secondary teachers, being mentioned by 57 percent as one of their three main reasons for choosing to teach, and second in importance only to the desire to work with young people, which was indicated by 69 percent of secondary teachers. Elementary teachers gave no second reason of similar importance, but they show a slightly higher percentage (74 percent) than secondary teachers motivated by the desire to work with young people.

Career choice is likely to be related to sex and age. Figure III shows responses of men and women to all reasons on the checklist; Figure IV shows the responses of the age groups to the top-ranking 12 reasons. The interrelationship between sex and age needs to be kept in mind. The fact that more of the older teachers are women means that to some extent the responses of women as a whole reflect the attitudes of an older generation of teachers, while responses of teachers over age 50 reflect the attitudes of women to a greater extent than in the younger age groups.

Desire to work with young people is the top-ranking reason for both sexes and all four age groups, but teachers under 40 are more likely to have been influenced by this than teachers age 40 and older. Fourteen percentage points separate percentages of youngest and oldest teachers including this among their three main reasons for becoming a teacher. The higher percentage of men than of women influenced by interest in a subject-matter field is expected in view of the importance of this factor to secondary teachers. Also in conformity with school level difference, men show a slightly smaller percentage motivated by the desire to work with young people.

In regard to the influence of other people, teachers are more likely to have been influenced in their career choice by their families or by teachers

(Continued on page 55)

FIGURE III
REASONS FOR WHICH MEN AND WOMEN CHOSE TO TEACH -- PERCENT REPORTING EACH REASON AS ONE OF THREE MAIN REASONS

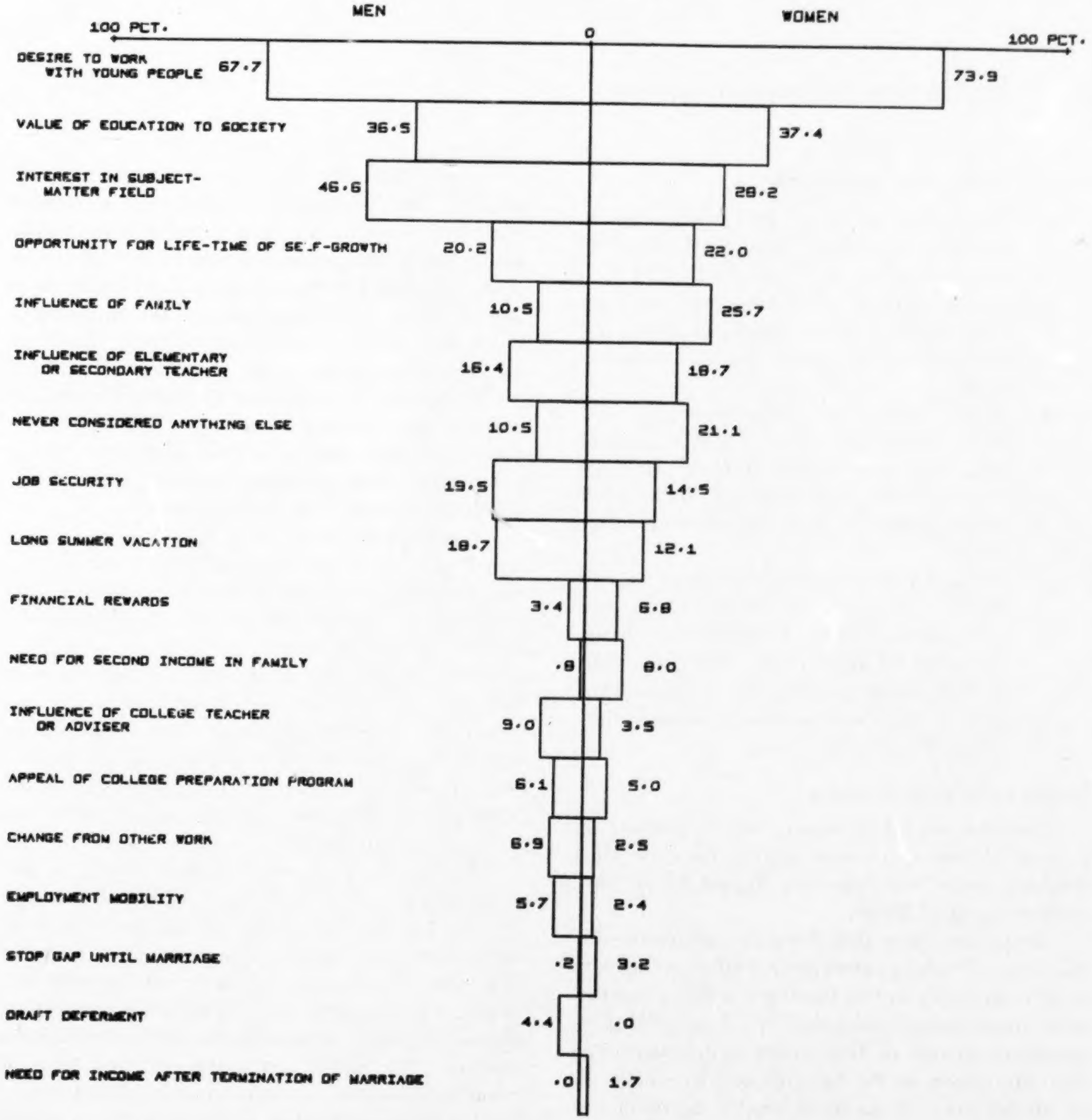


FIGURE IV

12 MAIN REASONS FOR CHOOSING TO TEACH, BY AGE -- PERCENT IN EACH AGE GROUP REPORTING EACH REASON AS ONE OF THEIR THREE MAIN REASONS

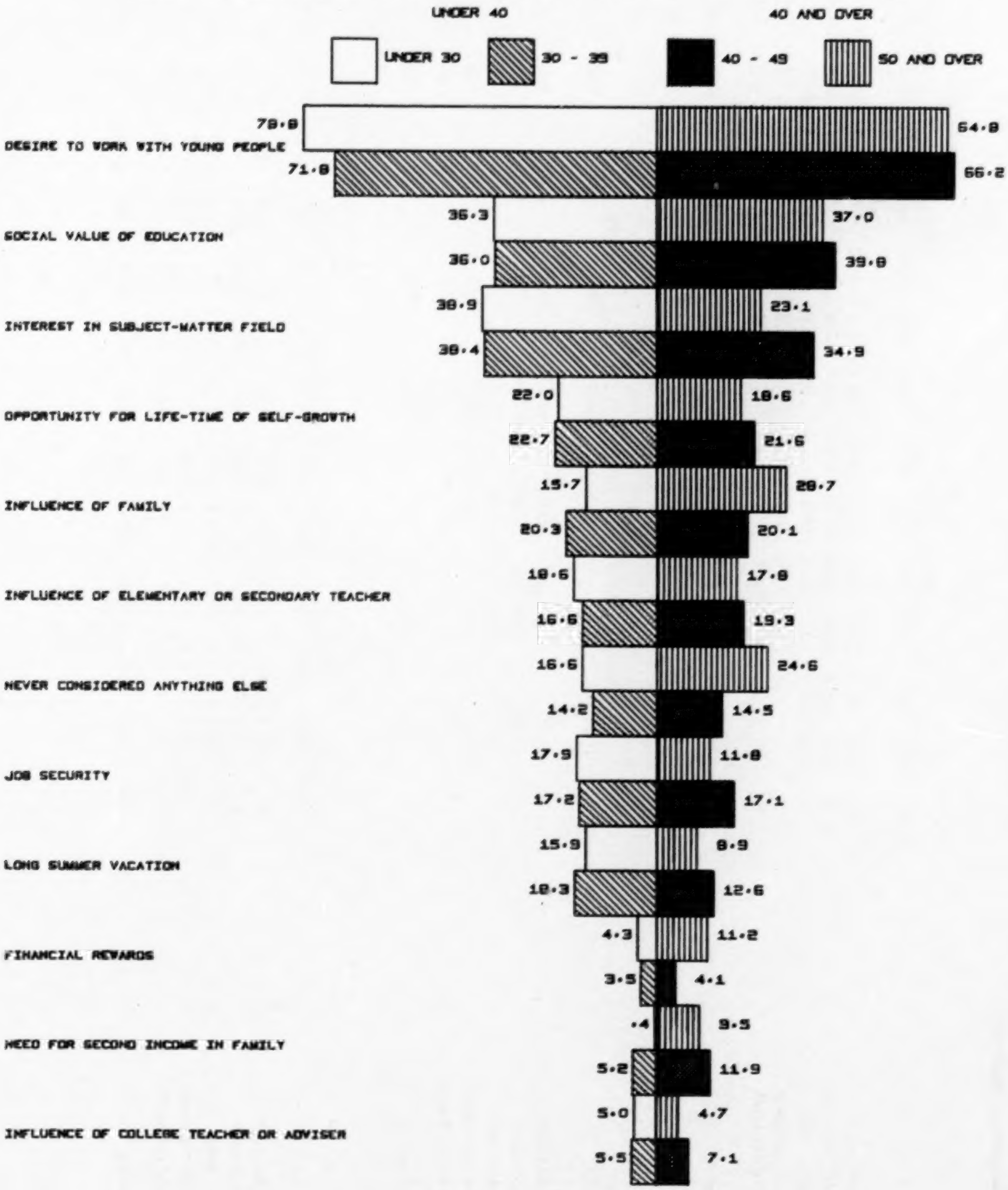


Table 35. Willingness to teach again

				Sex						School level					
	Total			Men			Women			Elementary			Secondary		
	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971
Certainly would teach	49.9	52.6	44.9	35.2	38.0	33.0	56.6	59.2	51.1	57.3	59.6	50.1	40.0	44.9	39.1
Probably would teach	26.9	25.4	29.5	26.8	25.3	27.8	26.9	25.5	30.4	25.7	24.5	30.1	28.5	26.5	28.8
Chances are about even	12.5	12.9	13.0	19.3	20.0	16.9	9.5	9.6	10.9	9.9	10.0	10.4	16.1	16.1	15.9
Probably would not teach	7.9	7.1	8.9	12.7	12.6	16.1	5.7	4.6	5.2	5.3	4.7	6.7	11.3	9.7	11.4
Certainly would not teach	2.8	2.0	3.7	6.0	4.1	6.2	1.3	1.1	2.4	1.8	1.2	2.8	4.1	2.9	4.8
Number reporting	1,863	2,331	1,502	585	724	515	1,278	1,607	987	1,060	1,224	791	803	1,107	711

	Age							
	Less than 30		30-39		40-49		50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
Certainly would teach	49.2	41.4	50.9	40.1	48.9	47.1	60.2	53.0
Probably would teach	27.5	34.2	24.8	27.1	27.8	28.1	22.4	26.2
Chances are about even	14.2	12.8	12.9	17.4	15.3	11.4	9.7	10.1
Probably would not teach	8.1	8.6	8.6	12.1	6.0	9.5	5.6	5.5
Certainly would not teach	1.0	3.1	2.9	3.2	2.0	3.8	2.2	5.2
Number reporting	779	556	521	339	399	263	590	328

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Certainly would teach	50.4	45.2	53.1	44.0	53.6	45.9	55.9	41.4	48.7	46.2	52.1	42.6	53.4	50.1
Probably would teach	23.6	26.1	26.5	30.6	25.3	31.2	23.8	29.3	25.4	25.8	27.2	34.4	24.9	26.2
Chances about even	16.4	13.2	11.4	12.8	12.3	13.0	12.1	13.8	13.7	14.4	12.2	12.7	13.7	11.4
Probably would not teach	7.6	10.1	6.8	9.6	7.1	6.6	6.7	10.1	9.2	9.0	6.6	7.4	6.1	9.8
Certainly would not teach	2.2	5.4	2.1	3.0	1.7	3.2	1.6	5.5	2.9	4.7	1.8	2.9	1.9	2.5
Number reporting	556	425	1,025	670	750	407	555	348	511	299	679	488	586	367

they had in elementary or secondary school than by college teachers or advisors. Men, however, are less likely than women to be influenced by the family and more likely to be influenced by teachers or advisors in college, but the influence of elementary and secondary teachers is more important among men than either of these. For women and older teachers, family influence is dominant. One woman in 4 and a similar though slightly larger proportion of teachers age 50 and older indicates family influence as one of three main reasons for becoming a teacher.

Men and younger teachers are more likely to have been attracted to teaching by job security and long summer vacation, while women and older teachers are more likely to have "never really considered anything else" but teaching as a career. The need for a second income in the family is more important among teachers age 40 and older than among younger teachers, and a higher percentage of teachers 50 and older than in any of the younger age groups report that they were motivated by financial rewards. Among teachers over 50, the principal reasons for choosing a teaching career are, after desire to work with young people (65 percent), the value of education to society (37 percent), family influence (29 percent) and never considered anything else (25 percent).

The distinctly masculine and feminine reasons of draft deferment and stopgap until marriage have influenced very few teachers. Even among men under age 30, the vast majority do not include draft deferment among their three main reasons for becoming a teacher.

Willingness To Teach Again

Question 61 asked respondents if they would become teachers if they had the choice to make over again. See Appendix B, page 101, and Appendix C, pages 224-25.

Table 35, which shows the trend over the past decade in responses to this question, reveals that although a similarly large proportion throughout the 10-year period would either certainly or probably teach again, fewer teachers in 1971 than 5 or 10 years ago are *certain* that they would teach.

This change has occurred among women where the percentage who *certainly* would teach has decreased from 57 percent in 1961 to 51 percent in 1971. As in previous years, a much smaller proportion of men than women, one-third compared with one-half, are *certain* they would teach again. This is hardly surprising in view of the traditionally wider range of career opportunities open to men, and it seems possible that the decrease in women who are certain they would choose teaching may be related to a recent broadening of career opportunities for women. In this regard, the higher percentage of older teachers, mostly women, who never really considered anything but teaching as a career is illuminating.

The change in certainty about teaching again has affected different age groups differently. In 1966, 6 teachers in 10 in the oldest age group, compared with about half in each of the three younger age groups, were *certain* they would teach again. Five years later the proportion in the two youngest groups had dropped to 4 in 10. The oldest teachers, although continuing to have a majority *certain* they would teach again choose teaching, also show a decrease over the five years from 60 to 53 percent. In the youngest age group, the decrease in teachers *certain* they would teach results in an increase in those who *probably* would teach. A less positive attitude shows in the 30-39 age group where percentages have increased significantly both for those who *probably* would *not* teach and for those who say the chances are about even. Among teachers age 50 and older, effects of the decrease in certainty about teaching are dispersed, but the percentage *certain* they would *not* teach again has risen significantly though it reaches only 5 percent.

The largest proportion of teachers in all school system size groups and all geographical regions would *certainly* teach again, but percentages of teachers *certain* they would teach again have decreased significantly since 1966 in medium-size and small systems and in the Northeast and Middle states. The decrease in the Northeast from 56 to 41 percent in five years in the percentage of teachers *certain* they would teach again is the largest change. Negative attitudes show some increase in large systems and in the Northeast although they remain definitely in the minority. Large-system teachers who probably or certainly would *not* teach again have increased from 10 to 16 percent and Northeastern teachers who probably or certainly would *not* teach have increased from 8 to 16 percent in the last five years.

Satisfactions and Problems

A pair of open-end questions, Questions 63 and 64, asked respondents to state what helped and what hindered them most in rendering the best service in their present positions. See Appendix B, page 101, and Appendix C, pages 227-30.

Tables 36 and 37 compare responses of 1971 teachers with responses to a similar pair of questions asked in 1966. Tabulation of responses shows that 81 percent of 1971 teachers had problems to state and 67 percent satisfactions to report, compared with 86 percent of 1966 teachers expressing satisfactions and 78 percent naming problems. From those who did respond in the most recent survey, it is clear that the area currently of greatest concern to teachers is the adequacy of school resources in the broadest sense of the term, including materials, staff, and funds. Insufficiency in this area is most frequently mentioned by teachers as

Table 36. Greatest help to teacher

	Total		Sex				School level			
			Men		Women		Elementary		Secondary	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Adequate materials, staff, funds	14.5	20.0	11.2	15.0	16.0	22.5	16.3	21.2	12.5	18.6
Excellence of administration—school, central office, school boards	35.2	16.9	30.3	12.9	37.5	19.0	36.3	18.3	34.0	15.3
Good relationships and attitudes of colleagues	21.8	12.7	16.8	10.3	24.0	14.0	24.1	14.1	19.2	11.2
Postive attitudes of pupils and parents	22.7	10.0	18.8	8.2	24.5	10.9	22.4	10.0	23.2	9.9
Opportunity for rendering service	23.3	9.6	23.6	11.0	23.2	8.8	23.9	9.3	22.7	9.9
Professional growth activities	1.5	4.3	1.5	4.9	1.4	4.0	1.4	4.0	1.5	4.7
Pupil progress and ability	7.1	0.9	7.0	1.1	7.1	0.8	7.0	0.7	7.2	1.1
Improvements in remuneration	1.6	0.4	3.3	0.8	0.8	0.2	1.1	0.1	2.1	0.7
Other	0.6	7.1	1.0	5.5	0.5	7.9	0.6	7.8	0.7	6.3
Total naming at least one factor	85.8	67.1	82.3	60.3	87.4	70.7	85.8	69.3	85.8	64.7
None or blank	14.2	32.9	17.7	39.7	12.6	29.3	14.2	30.7	14.2	35.3
Number reporting	2,344	1,533	730	526	1,614	1,007	1,230	807	1,114	726

Table 37. Greatest hindrance to teacher

	Total		Sex				School level			
			Men		Women		Elementary		Secondary	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Insufficient materials, staff, funds	23.8	30.1	21.5	25.3	24.9	32.7	23.6	32.2	24.1	27.8
Lack of time to teach	24.6	22.0	18.4	17.5	27.4	24.3	27.3	25.0	21.6	18.6
Negative attitudes of pupils and parents—discipline	19.3	13.8	18.9	18.3	19.5	11.5	18.0	10.0	20.8	18.0
Poor administration—school, central office, school board	16.7	13.0	21.9	16.3	14.4	11.3	13.3	11.6	20.5	14.5
Negative relationship or attitudes of colleagues	3.9	2.9	4.2	3.0	3.7	2.8	2.8	2.2	5.1	3.6
Unsatisfactory remuneration	5.5	1.5	10.4	3.4	3.2	0.5	3.3	0.7	7.8	2.3
Insufficient preparation for field in which teaching	1.7	1.5	2.2	1.3	1.5	1.6	1.1	1.0	2.4	2.1
Poor preparation of students	5.5	1.0	3.7	0.6	6.3	1.2	5.4	1.2	5.7	0.7
School reorganization	0.7	0.8	0.8	1.0	0.6	0.8	0.7	1.0	0.6	0.7
Other	1.3	4.6	1.5	4.8	1.2	4.6	1.0	5.1	1.6	4.1
Total naming at least one factor	78.4	81.3	80.4	81.2	77.4	81.3	74.8	81.0	82.2	81.5
None or blank	21.6	18.7	19.6	18.8	22.6	18.7	25.2	19.0	17.8	18.5
Number reporting	2,344	1,533	730	526	1,614	1,007	1,230	807	1,114	726

the greatest hindrance to successful teaching, while adequacy of resources was most frequently mentioned as the greatest help to teachers. Percentages of teachers mentioning resources both as a hindrance and as a help have increased since 1966; but more teachers find inadequate resources a problem than report that they are helped by adequate resources, 30 percent compared with 20 percent.

Changes since 1966 in part suggest changed areas of concern. School administration, whether good or poor, is mentioned by fewer teachers than 5 years ago, although by far the greater decrease has occurred in the percentage of teachers indicating that excellence of administration was of greatest help to them. Similarly, attitudes of pupils and parents, whether positive or negative, and pupil preparation and progress, whether good or poor, are viewed as chief help or hindrance by fewer teachers than in 1966.

Two other changes are perhaps indicative of changing conditions. The percentage of teachers who find their chief satisfaction in the opportunity for rendering service has decreased from 23 to 10 percent, while the percentage whose chief dissatisfaction is unsatisfactory remuneration has decreased from 6 to 2 percent. The latter change is particularly noticeable among men teachers; in 1966, 10 percent of all men responded that unsatisfactory remuneration was their greatest problem, but this percentage has decreased to 3 percent in 1971.

Lack of time to teach is still the main problem for almost as many teachers as it was five years ago and still a problem for more elementary than secondary teachers. Discipline and the negative attitudes of pupils and parents are still the main problem for as large a proportion of secondary teachers and of men as five years ago. However, percentages of elementary teachers and of women with their greatest problem in this area, although similar to percentages of secondary teachers and of men in 1966, have decreased by almost half since then.

VI. PERSONAL LIFE

Summary of Major Findings and Trends

- Teachers are younger today than 10 years ago. The median age of teachers is now 35 years instead of 41 years as at the beginning of the decade. Women teachers still tend to be older than men, but the age difference between the sexes has decreased during the 1960's.
- 8 percent of 1971 teachers are black. Black teachers are more numerous among women than among men.
- About half of all teachers continue to come from blue-collar working class or farm backgrounds, but the percentage of teachers with fathers in professional occupations has increased since 1961. Most of the mothers of 1971 teachers were high-school graduates, but few had completed four years of college. Women teachers are more likely than men to come from families of higher occupational and educational status.
- More teachers, and more elementary teachers, are men than 5 or 10 years ago. One teacher in 3, and 1 elementary teacher in 6, is now a man.
- 7 teachers in 10 are married. More than 4 in 10 are married women.
- Over half of all 1971 teachers have husbands or wives who are employed. The percentage of men teachers with working wives has increased during the past decade. One-third of all men now have wives who are employed full time.
- 17 percent of all teachers, and 21 percent of men teachers, are married to full-time teachers.
- About 6 teachers in 10 have an average of two children. More men than women have children, and the children of men tend to be younger than the children of women teachers.
- 5 percent of all 1971 teachers have dependents, in addition to spouses and children, for whose support they are entirely responsible.
- Home and car ownership have increased among teachers in the past five years. Two-thirds of 1971 teacher families own or are buying their homes and nearly one-half have two or more cars.
- During the 1970 summer vacation, 1 teacher in 3 traveled and 1 in 4 attended summer school; but among men teachers, 3 in 8 were working outside education.
- The mean annual contract salary for teachers has increased by 76 percent since 1961. In 1971, teachers averaged $9,261 in teaching salary. Salaries of men continue to be higher than salaries of women.
- An increasing majority of teachers have an increasing amount of additional income. In 1971, 57 percent of teachers averaged $1,483 in income in addition to their salaries. More men continue to have more additional income than women.
- The total household income of all teachers averages about $15,000, of which the teacher's salary represents an average of 71 percent. Married teachers average a total household income of about $17,000. Married women and their husbands have a greater combined income than married men and their wives, and the teacher's salary represents a larger proportion of the total income in the families of married men than of married women.

Personal Characteristics and Family Life

Age. Question 32 concerned the age of teachers. See Appendix B, page 98, and Appendix C, pages 148.

Table 38. Age of teachers

				Sex						School level					
	Total			Men			Women			Elementary			Secondary		
	1961*	1966	1971	1961*	1966	1971	1961*	1966	1971	1961*	1966	1971	1961*	1966	1971
Under 30	...	33.9	37.1	...	38.6	38.4	...	31.8	36.4	...	28.6	35.6	...	39.8	38.7
30–39	...	22.8	22.8	...	33.0	29.4	...	18.1	19.3	...	20.1	19.9	...	25.7	25.9
40–49	...	17.5	17.8	...	18.2	19.3	...	17.2	17.0	...	17.2	17.1	...	17.9	18.6
50 or more	...	25.8	22.3	...	10.1	12.8	...	33.0	27.3	...	34.2	27.3	...	16.7	16.8
Number reporting	1,877	2,301	1,515	590	725	523	1,287	1,576	992	1,067	1,199	794	810	1,102	721
Mean	41.5	38.7	38	36.2	35.0	36	43.8	40.5	39	43.5	41.1	39	38.8	36.2	36
Median	40.9	36.0	35	33.6	33.0	33	45.5	40.0	37	44.6	40.0	37	35.9	33.0	33

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*Ranges used in reporting distribution of 1961 data not comparable.

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Under 30	30.9	36.7	35.8	36.8	33.5	38.0	38.5	43.0	31.4	33.1	35.5	40.5	30.0	30.4
30–39	26.8	25.9	23.4	21.8	18.9	21.1	22.4	20.1	22.0	22.3	22.0	21.7	24.7	27.2
40–49	18.5	20.9	17.1	17.7	17.3	14.7	16.7	18.3	17.5	17.4	16.3	14.6	19.7	22.0
50 or more	23.8	16.5	23.7	23.6	30.3	26.2	22.4	18.6	29.0	27.2	26.1	23.3	25.7	20.4
Number reporting	540	425	1,016	682	745	408	550	344	503	305	668	494	580	372
Mean	38.7	37	38.1	38	39.7	38	37.1	37	40.0	39	38.6	38	39.4	39
Median	36.0	35	35.0	36	38.0	35	33.0	33	38.0	37	36.0	33	37.5	37

Table 38, which compares the ages of teachers in 1961, 1966, and 1971, shows the increasing youthfulness of members of the teaching profession during the 1960's. Most of the changes occurred in the first half of the decade during which the median age declined from 41 to 36 years. The last five years have seen a further decrease in the median to 35 years and an increase from 34 to 37 percent in teachers under age 30.

The change has occurred among women and has had greatest effect among elementary teachers. While the median age of men shows little change during the decade, continuing decrease in the median age of women has reduced the 12-year age difference between men and women in 1961 to 4 years in 1971. Since 1966, the percentage of women age 50 or older has decreased from 33 to 27 percent and the percentage of women under age 30 increased from 32 to 36 percent. Five years ago a greater percentage of men than of women were under age 30, but 1971 percentages of men and women in the youngest age group are similar. There is still, however, a greater percentage of men than of women in the 30-39 age group and a greater proportion of women than men in the oldest age group. The age trend among elementary teachers is similar to that among women, while the age of secondary teachers shows a decrease in the first half of the decade only.

Large school systems show a pronounced shift from older to younger teachers in the past five years. Since 1966, teachers under age 30 in large systems have increased from 31 to 37 percent while those age 50 or older have decreased from 24 to 17 percent. Large systems, however, with approximately 1 teacher in 6 in the oldest age group, have a smaller proportion of teachers at least 50 years old than medium or small school systems where about 1 teacher in 4 is in the oldest age group; but the proportion of teachers age 30-49, is greater in large than in medium or small systems.

Teachers in the Southeast and West, where the median age is 37, are older than those in the Northeast and Middle who have a median age of 33. The Northeast and Middle where 4 teachers in 10 are under age 30 have a greater proportion in the youngest age group than the other two regions.

Race and ethnic group. Question 39 concerned the racial and ethnic groups to which teachers belong. See Appendix B, page 98, and Appendix C, page 154.

Responses indicate that 88 percent of teachers are white, 8 percent are black, and the rest are members of other races. Less than 1 percent of all teachers identify themselves as Mexican-American or other Spanish-surnamed.

Twice as large a percentage of women as of men, 10 compared with 5 percent, are black, and a slightly greater percentage of elementary teachers (10 percent) than of secondary teachers (7 percent) are black. More black teachers are found in large school systems and in the Southeast than elsewhere. One teacher in 6 in large systems, and 1 in 5 in the Southeast, is black.

Percentages of black teachers in large systems (16 percent) and in the Southeast (21 percent) are thus slightly larger than percentages of teachers in large systems (12 percent) and in the Southeast (15 percent) who report that they have a black principal. The percentage of black teachers in the Southeast, however, is similar to the percentage of teachers in this region reporting that a majority of their pupils are black, although the 28 percent of large-system teachers reporting black pupils in the majority is considerably greater than the percentage of teachers in large systems who identify themselves as black. In the Northeast, also, the 14 percent of teachers with mainly black pupils is greater than the 6 percent of teachers who are black. In the West, 1 percent of teachers are Mexican-American, similar to the percentage of teachers in this region who have a Mexican-American principal, but smaller than the 7 percent of teachers who report that most of their pupils are Mexican-American. (See above, Section III, pages 43 and 45 regarding racial ethnic characteristics of principals and pupils.)

Family background. Questions 40 and 41 concerned, respectively, the occupation of the teacher's father and the educational attainment of the teacher's mother. See Appendix B, page 98, and Appendix C, pages 154-56.

Table 39 compares the occupations of the fathers of 1961 teachers and 1971 teachers and shows a decrease during the 10-year period in teachers from farm backgrounds and an increase in those whose fathers were employed in professional or semiprofessional occupations. Analysis of 1971 responses by the age of teachers reflects these trends. A much larger proportion of teachers age 50 or older, 3 in 8, are the children of farmers than in the younger age groups where less than 1 teacher

Table 39. Father's occupation

	Total		Sex				School level				Preparation level			
			Men		Women		Elementary		Secondary		Bachelor's or less		Master's or higher	
	1961	1971	1961	1971	1961	1971	1961	1971	1961	1971	1961	1971	1961	1971
Farmer	26.5	19.3	20.0	16.3	29.5	20.9	30.3	23.0	21.7	15.3	28.6	20.1	19.8	17.3
Unskilled worker	6.5	8.4	8.7	9.6	5.4	7.8	6.2	8.0	6.8	8.8	6.8	8.0	5.2	9.6
Skilled or semiskilled worker	23.4	25.7	30.3	34.3	20.2	21.2	21.4	23.4	25.9	28.3	22.2	26.2	27.3	24.5
Clerical or sales worker	7.1	5.5	7.3	6.1	7.1	5.2	7.3	4.9	6.9	6.2	7.0	5.6	7.7	5.3
Managerial worker or self-employed	22.0	22.1	21.9	16.7	22.1	24.9	21.6	22.5	22.6	21.7	21.0	22.1	25.2	22.1
Professional or semi-professional worker	14.5	18.9	11.8	17.0	15.7	19.8	13.2	18.2	16.1	19.6	14.4	18.0	14.8	21.3
Number reporting	1,861	1,520	585	522	1,276	998	1,054	796	807	724	1,421	1,103	440	417

in 5 is from a farm background. In the youngest age group only 1 teacher in 10 is the son or daughter of a farmer. The youngest age group in comparison with the oldest group also shows a greater percentage of teachers, 22 compared with 14 percent, from the professional class.

The industrialization of the country, which is reflected in the decreasing proportion of younger teachers who come from farming families, also shows in the greater proportion of teachers in age groups under 50 than among those 50 and older from blue-collar working class background. Approximately 3 teachers in 8 in each of the age groups below 50 describe their fathers' occupations as that of skilled or unskilled worker, in contrast to less than 1 teacher in 4 in the oldest age group. This age-related difference affects the distribution of men and women, and, therefore, of elementary and secondary teachers, according to their fathers' occupations. Although the percentage of teachers whose fathers were farmers has decreased among both sexes and at both school levels, there are still more women than men and more elementary than secondary teachers whose fathers were farmers, while a greater percentage of men than women and a slightly greater percentage of secondary than of elementary teachers are the children of skilled or unskilled workers.

Women teachers tend to be of higher occupational status background than men, and the gap between men and women in this respect has widened during the past 10 years. Women with fathers belonging to the business (managerial or self-employed) or professional classes have increased from 38 to 45 percent between 1961 and 1971, compared with 34 percent of men in both years who came from such background. A decrease in the sons of businessmen among teachers from 10 years ago leaves only 1 man teacher in 6, compared with 1 woman in 4, from a family in this occupational group.

No relationship appears to exist between the occupation of a teacher's father and the teacher's level of academic attainment. Distribution of teachers with a bachelor's degree or less according to their fathers' occupations is similar to that of teachers with a master's or higher degree. Changes in the past 10 years result in the elimination of differences existing in 1961 when a greater percentage at or below the bachelor's degree level were the children of farmers and a greater percentage with master's or higher degrees were of working class or business background. These changes reflect in part the decrease in older women teachers during the 1960's.

As would be expected, small school systems show the largest proportion of teachers from farm backgrounds, and medium-size systems a greater proportion than large systems. Large and medium systems, on the other hand, have a greater proportion than small systems from the business class. Geographically, fewer teachers in the Northeast are children of farmers and more from the working class than in other regions. The Northeast also has a greater percentage than the Southeast or Middle region in teachers from the business class.

More than half, 57 percent, of the mothers of 1971 teachers completed high school, but only 1 in 4 went to college, and 1 in 4 had only elementary education. Less than half the mothers attending college graduated from a 4-year institution. Analysis of responses by age displays the improvement that has been made in the education of women. Three-fourths of the mothers of teachers under age 30 graduated from high school and nearly 1 in 3 had at least some college. In contrast, nearly half the teachers age 50 or older are children of mothers with only elementary education.

No evidence exists, however, for a direct relationship between the educational attainment of the teacher's mother and that of the teacher himself. On the contrary, a slightly higher percentage of teachers with advanced degrees than without are the children of mothers who had only elementary education.

This difference is probably connected with the greater proportion of men who have higher degrees, for women teachers again appear to come from higher status background than men. Although percentages of men and women teachers whose mothers were high-school graduates are similar, the mothers of 3 in 10 women, compared with 2 in 10 men went to college, and 14 percent of women compared with 8 percent of men, are children of mothers who were college graduates.

The greater proportion of older teachers in elementary schools is reflected in the higher percentage of elementary than of secondary teachers whose mothers had only elementary education. Slightly larger percentages of teachers whose mothers has only elementary education are also found in small school systems and geographical Middle of the country than elsewhere, but a smaller proportion of teachers in the Northeast than in other regions are the children of mothers who attended college.

Sex and marital status. Questions 33 and 34 asked respondents to indicate their sex and marital status. See Appendix B, page 98 and Appendix C, pages 148-49.

Table 40 compares the distribution of teachers by sex and marital status in 1961, 1966, and 1971. The small increase during the second half of the decade from 31 to 34 percent in teachers who are men is statistically significant. The change has occurred at the elementary level where the percentage represented by men teachers has increased from 12 to 16 percent since 1961. The vast majority of elementary teachers, however, are still women, while somewhat more than half of secondary teachers continue to be men.

Men still constitute a larger percentage of teachers age 30-39 than of the other age groups, but the proportion of men among teachers age 50 or older has increased from 1 in 8 to 1 in 5 since 1966. The oldest age group, however, continues to have fewer men than are found among younger teachers.

The distribution of teachers by sex in different size school systems tends to be similar, but the Southeast continues to show a considerably smaller percentage of men teachers than other regions. The percentage of men in the Middle states has increased from 31 to 37 percent since 1966.

The substantial majority of teachers who are married has increased slightly from 68 to 72 percent during the past 10 years. In 1971, 81 percent of men and 67 percent of women were married. The percentage of women who are married has increased and the percentage who are single decreased since 1961. Single women now contribute 14 percent of the profession as a whole, a significant decrease from the 17 percent found in 1961. One elementary teacher in 6 is a single woman, as is about 1 secondary teacher in 10.

The largest percentage of single women continues to be found in the youngest age group and the largest percentage of women widowed, divorced, or separated in the oldest group. One teacher in 4 among those under age 30 is a single woman and almost 1 in 5 among those 50 or older a woman who has been widowed, divorced, or separated. Predictably, a greater proportion of teachers in the two middle age groups are married than among the youngest and oldest teachers. There has, however, been an increase during the past five years from 61 to 67 percent in teachers under age 30 who are married. Increase has also occurred in the small percentage of teachers age 30-39 who are women widowed, divorced, or separated.

As in 1966, a greater proportion of teachers in medium and small than in large systems are married, but both the Middle and West have a greater proportion of married men than five years ago. The Northeast, where 1 teacher in 5 is a single woman, continues to have a larger proportion of teachers in this category. In the Southeast, where three-

(Continued on page 65)

Table 40. Sex and marital status

				Sex						School level					
	Total			Men			Women			Elementary			Secondary		
	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971	1961	1966	1971
Men	31.3	31.1	34.2	100.0	100.1	99.8	...	...	...	12.2	10.2	16.0	56.8	54.2	54.5
Single	5.4	6.2	5.2	17.3	19.8	15.2	...	...	...	1.8	2.0	3.0	10.3	10.8	7.7
Married	25.2	24.3	27.9	80.5	78.2	81.4	...	...	...	10.1	7.9	12.3	45.3	42.4	45.3
Widowed, divorced, separated	0.7	0.6	1.1	2.2	2.1	3.2	...	...	...	0.3	0.3	0.7	1.2	1.0	1.5
Women	68.7	69.0	65.7	...	...	...	100.0	100.1	99.9	87.8	89.8	84.0	43.2	45.7	45.4
Single	16.9	15.8	14.2	...	...	...	24.6	22.9	21.6	18.9	18.2	16.9	14.1	13.0	11.3
Married	42.8	44.8	44.0	...	...	...	62.4	65.0	66.9	56.5	59.6	56.9	24.7	28.3	29.6
Widowed, divorced, separated	9.0	8.4	7.5	...	...	...	13.0	12.2	11.4	12.4	12.0	10.2	4.4	4.4	4.5
Number reporting	1,881	2,341	1,533	590	728	526	1,291	1,613	1,007	1,071	1,229	807	810	1,112	726

	Age							
	Less than 30		30–39		40–49		50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
Men	35.9	35.8	45.6	44.7	32.7	37.4	12.5	19.8
Single	11.4	8.4	5.7	6.4	3.5	2.2	2.7	1.2
Married	24.2	26.9	39.1	37.4	27.5	32.2	10.5	17.7
Widowed, divorced, separated	0.3	0.5	0.8	0.9	1.7	3.0	0.3	0.9
Women	64.2	64.2	54.4	55.3	67.2	62.6	87.6	80.2
Single	26.1	23.1	10.5	7.8	5.0	6.7	14.2	11.5
Married	36.9	39.9	39.7	40.0	53.3	48.9	53.5	50.1
Widowed,divorced, separated	1.2	1.2	4.2	7.5	8.9	7.0	19.9	18.6
Number reporting	781	562	524	345	403	270	593	339

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Men	29.9	33.6	30.2	33.7	33.2	35.9	34.9	33.0	22.1	23.8	31.1	37.3	35.3	39.8
Single	5.5	5.8	6.0	4.8	6.8	5.3	8.3	6.8	4.7	3.2	5.6	5.6	6.1	4.8
Married	24.2	26.6	23.2	27.6	25.9	29.9	26.1	25.6	17.2	18.7	25.1	30.3	27.8	34.5
Widowed, divorced, separated	0.2	1.2	1.0	1.3	0.5	0.7	0.5	0.6	0.2	1.9	0.4	1.4	1.4	0.5
Women	70.2	66.5	69.8	66.2	66.8	64.1	65.1	66.9	77.9	76.1	68.8	62.5	64.7	60.2
Single	19.0	17.4	16.5	12.2	12.4	14.3	20.3	21.1	14.1	11.9	16.8	14.5	11.7	9.4
Married	40.8	39.8	46.1	47.2	45.9	43.0	39.2	40.7	53.9	52.9	43.2	41.0	43.8	43.6
Widowed, divorced, separated	10.4	9.3	7.2	6.8	8.5	6.8	5.6	5.1	9.9	11.3	8.8	7.0	9.2	7.2
Number reporting	559	432	1,030	689	752	412	556	351	516	310	680	498	589	374

Table 41. Employment status of teacher's spouse

	Total			Sex						Age							
				Men			Women			Less than 30		30–39		40–49		50 or more	
	1961	1966	1971	1961	1966	1971	1961	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Employed	49.5	51.0	54.4	32.4	35.7	44.9	57.3	57.9	59.4	45.2	52.9	52.0	56.8	65.3	63.3	48.9	48.1
Full time	43.0	45.4	48.5	22.7	26.2	32.9	52.3	54.0	56.6	38.8	47.2	46.8	49.6	59.1	57.4	43.8	42.8
Part time	6.5	5.6	5.9	9.7	9.5	12.0	5.0	3.9	2.8	6.4	5.7	5.2	7.2	6.2	5.9	5.1	5.3
Not employed	18.1	17.8	17.4	47.6	42.2	36.5	4.6	6.9	7.5	15.8	13.9	26.7	20.3	15.6	17.8	15.0	19.8
Draws retirement or disability	1.3	2.6	2.8	0.5	0.4	0.6	1.6	3.7	4.0	...	...	0.2	0.6	1.7	1.1	9.1	10.4
Not currently employed	16.8	15.2	14.6	47.1	41.8	35.9	3.0	3.2	3.5	15.7	13.9	26.5	19.7	13.9	16.7	5.9	9.4
Not indicated	0.4	0.3	0.1	0.5	0.3	...	0.3	0.2	0.1	0.1	...	0.2	0.3	...	...	...	...
Not married*	32.0	30.9	28.1	19.5	21.8	18.6	37.7	35.0	33.1	38.9	33.3	21.2	22.6	19.1	18.9	36.1	32.2
Number reporting	1,881	2,341	1,533	590	728	526	1,291	1,613	1,007	781	562	524	345	403	270	593	339

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Employed	47.2	49.5	51.2	57.9	53.6	53.6	45.8	50.1	59.3	59.7	49.0	52.2	51.0	57.0
Full time	42.2	44.2	46.9	51.8	45.6	47.3	39.9	43.3	56.0	55.8	41.5	44.4	45.7	52.7
Part time	5.0	5.3	4.3	6.1	8.0	6.3	5.9	6.8	3.3	3.9	7.5	7.8	5.3	4.3
Not employed	17.4	16.8	17.8	16.7	18.1	19.2	19.4	16.2	11.4	11.7	19.1	19.1	20.4	21.1
Draws retirement or disability	1.8	2.7	2.8	2.3	3.1	3.7	2.3	3.1	2.9	3.3	1.9	1.8	3.6	3.5
Not currently employed	15.6	14.1	15.0	14.4	15.0	15.5	17.1	13.1	8.5	8.4	17.2	17.3	16.8	17.6
Not indicated	0.4	...	0.3	0.1	0.1	...	...	...	0.4	0.3	0.3	...	0.3	...
Not married*	35.1	33.6	30.7	25.3	28.2	27.2	34.7	33.6	28.9	28.4	31.6	28.7	28.4	21.9
Number reporting	559	432	1,030	689	752	412	556	351	516	310	680	498	589	374

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*Includes widowed, divorced, separated.

fourths of the teachers are women, over half of all teachers are married women.

Spouse and children. Questions 35 and 36 concerned, respectively, the employment status of the teacher's spouse and the employment of the teacher's spouse in full-time teaching. Question 37 concerned the number and ages of the teacher's children. See Appendix B, page 98, and Appendix C, pages 149-53.

Table 41 shows the trend over the past decade in employment status of teachers' spouses, and Table 42 compares responses of 1966 and 1971 teachers regarding the employment of their spouses in full-time teaching. The percentage of teachers with husbands or wives who are employed has increased from 50 to 54 percent in the last 10 years and is due to an increase in the proportion of men teachers with working wives. In 1961, the percentage of men with nonworking wives, 47 percent, exceeded the 32 percent of men with working wives; by 1966 the balance had shifted; and in 1971 the 45 percent of men with working wives considerably outweighs the 36 percent with nonworking wives.

Despite the fact that a greater proportion of women than of men do not have a spouse with whom they are living at present, the percentage of women with employed spouses continues to be greater than the percentage of men. Throughout the decade approximately 6 women teachers in 10 are found married to men who are working and more than half of all women married to men working full time. Part-time employment continues to be more widespread among wives than among husbands, but the percentage of men teachers with wives working full time shows an increase from 23 to 33 percent during the past 10 years.

The trend to an increase in teachers with employed spouses shows among those under age 40. In the youngest age group, teachers with employed spouses have increased from 45 to 53 percent in the last 5 years. The 30-39 age group, which has a larger percentage of men, continues to show a greater percentage of teachers whose spouses are not working, but the percentage of teachers age 30-39 with unemployed spouses has decreased from 27 to 20 percent since 1966.

As in 1966, about one-third of the teachers whose spouses are employed full time are married to full-time teachers. The percentage of teachers with husbands or wives teaching full time shows a small but significant increase from 14 to 17 percent in the last five years. In both 1966 and 1971, slightly more than half the spouses employed in teaching were teaching in the same school system as their husbands or wives.

The percentage of men teachers whose wives are employed in full-time teaching continues to be greater than the percentage of women with husbands employed in full-time teaching. In 1971, 21 percent of all men teachers, compared with 14 percent of all women teachers, were married to other teachers. Men whose wives are teachers out-number men with wives working full time in other occu-

Table 42. Employment of teacher's spouse in teaching

	Total		Sex			
			Men		Women	
	1966	1971	1966	1971	1966	1971
Full-time teaching, same school system	7.8	9.7	10.4	12.2	6.6	8.4
Full-time teaching, different school system	6.3	6.9	6.6	8.7	6.1	6.0
Full-time teaching, system not indicated	0.2	0.1	0.3	0.2	0.2	. . .
Total full-time teaching	14.3	16.7	17.3	21.1	12.9	14.4
Full-time employment, not teaching	30.9	31.7	8.9	11.8	40.9	42.1
Full-time employment, type not indicated	0.2	0.1	0.1	. . .	0.2	0.1
Total employed full time	45.4	48.5	26.3	32.9	54.0	56.6
Spouse not employed full time	23.7	23.3	51.9	48.5	11.0	10.3
Not married*	30.9	28.1	21.8	18.6	35.0	33.1
Number reporting	2,341	1,533	728	526	1,613	1,007

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*Includes widowed, divorced, separated.

Table 43. Number of children

				Sex						Age							
	Total			Men			Women			Less than 30		30–39		40–49		50 or more	
	1961	1966	1971	1961	1966	1971	1961	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
None	42.0	42.4	43.2	29.2	34.0	34.4	47.8	46.2	47.9	72.7	75.6	25.0	27.8	19.4	17.0	33.1	25.4
1 child	20.5	16.1	14.8	21.9	17.5	18.1	19.9	15.5	13.1	13.7	14.9	15.3	15.1	16.6	11.1	19.4	16.8
2 children	21.5	22.1	19.6	26.0	24.0	21.5	19.5	21.2	18.7	8.8	7.7	32.3	30.1	29.0	24.4	25.6	25.7
3 children	9.0	11.1	12.5	12.5	13.6	15.0	7.4	10.0	11.2	2.7	1.6	15.8	16.8	19.9	21.9	12.3	18.9
4 children	4.4	5.2	5.6	5.8	7.1	5.3	3.7	4.4	5.8	1.5	0.2	7.4	5.2	8.9	13.0	6.1	9.4
More than 4 children	2.6	3.1	4.1	4.6	3.8	5.6	1.7	2.7	3.4	0.5	...	4.2	5.0	6.2	12.6	3.5	3.9
Number reporting	1,878	2,344	1,533	589	730	526	1,289	1,614	1,007	781	562	524	345	403	270	593	339
Mean excluding "none"	...	...	2	...	...	2	...	...	2	...	1	...	2	...	3	...	2
Median excluding "none"	...	...	2	...	...	2	...	...	2	...	1	...	2	...	3	...	2

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
None	45.3	45.8	42.9	45.6	39.4	36.7	48.6	53.3	41.0	42.3	42.8	42.2	37.4	36.1
1 child	18.2	17.8	16.1	13.4	14.6	14.1	12.8	12.3	23.6	17.4	13.2	13.9	16.1	16.3
2 children	21.3	14.1	21.9	20.5	22.8	24.0	21.2	17.1	19.3	20.6	21.7	20.1	25.6	20.6
3 children	10.2	13.4	10.8	11.5	12.2	13.3	11.0	10.3	9.7	11.3	13.2	12.9	10.0	15.2
4 children	3.0	5.1	5.4	5.7	6.6	6.1	4.0	2.8	3.9	4.8	6.0	6.8	6.8	7.2
More than 4 children	2.0	3.8	2.9	3.5	4.2	5.8	2.5	4.3	2.5	3.5	3.1	4.2	4.1	4.5
Number reporting	559	432	1,032	689	753	412	556	351	517	310	632	498	589	374
Mean excluding "none"	...	2	...	2	...	2	...	2	...	2	...	2	...	3
Median excluding "none"	...	2	...	2	...	2	...	2	...	2	...	2	...	2

pations by 2 to 1, but 3 times as many women are married to men in other occupations as in teaching.

Tables 43 and 44 show, respectively, the number of children and the ages of children of teachers in 1961, 1966, and 1971. The percentage of 1971 teachers who have children, 57 percent, is similar to that found 5 and 10 years earlier, but more teachers now have more children than previously. Although the mean number of children in a teacher's family where there are children is 2, the percentage of teachers with 3 or more children increased from 16 to 19 percent between 1961 and 1966 and again to 22 percent in 1971.

Throughout the decade the proportion of men with children has been larger than the proportion of women with children, but the percentage of men who have children has decreased from 71 to 66 percent since 1961. Although both men and women who have children average 2 apiece, men teachers are more likely to have large families than women teachers. In 1971, 26 percent of men, compared with 20 percent of women, had 3 or more children. It is, however, among women that the increase in large families has occurred during the past 10 years. The proportion of women with 3 or more children has enlarged from 1 in 8 in 1961 to 1 in 5 in 1971.

It is in the youngest age group that the fewest teachers have children and that teachers have the fewest children. Although two-thirds of teachers under age 30 are married, only one-fourth have children and these average only one child. In contrast, a majority of teachers in each of the older age groups have children. While in the age groups under 50 percentages of teachers who have children are similar to those found in 1966, the proportion of teachers age 50 or older who have children has increased from two-thirds to three-fourths in the last five years. This change may be connected with the increase in the percentage of men in the oldest age group. The 40-49 age group has the most children. More than 8 teachers in 10 in this age bracket have children and the mean number for those who have children is three, compared with a mean of two children for teachers in immediately younger and older age groups. The percentage of teachers age 40-49 who have three or more children has increased from 35 to 48 percent since 1966. One teacher in 4 this age now has at least four children, compared with 1 teacher in 6 in 1966, and 1 teacher in 8 age 40-49 has more than four children.

Among teachers who have children, the largest proportion reports that all their children are at least 12 years old (45 percent), while a slightly smaller proportion (38 percent) reports all children under 12 years of age, and far fewer (17 percent) have children both under and over 12. This distribution, which is characteristic of the entire decade, results from completely contrary tendencies regarding the ages of children of men and women. More than half of all men who have children have

Table 44. Age of children

				Sex					
	Total			Men			Women		
	1961	1966	1971	1961	1966	1971	1961	1966	1971
All under 12	38.5	38.4	37.9	66.0	63.6	55.6	21.6	24.5	26.3
All under 6	20.6	20.7	18.5	40.3	37.5	30.4	8.5	11.4	10.7
All 6–11	8.6	7.3	10.1	9.4	7.1	10.4	8.2	7.4	9.9
Some under 6 and some 6–11	9.3	10.4	9.3	16.3	19.0	14.8	4.9	5.7	5.7
All age 12 and over	48.1	44.9	44.7	20.8	18.0	24.3	64.9	59.7	58.1
All 12–17	11.3	7.0	7.0	6.2	3.5	7.5	14.4	8.9	6.7
All 18 and over	26.6	28.0	26.7	9.1	8.7	10.4	37.4	38.7	37.3
Some 12–17 and some 18 and over	10.2	9.9	11.0	5.5	5.8	6.4	13.1	12.1	14.1
Some under 12 and some 12 and over	13.4	16.6	17.4	13.2	18.3	20.0	13.5	15.7	15.6
Number reporting	1,090	1,345	870	417	480	345	673	865	525

children all of whom are under 12 years of age, while more than half of women with children have children all of whom are 12 years old or older. The largest proportion of men, 3 in 10, have children all under 6 years of age; the largest proportion of women, 3 in 8, have children all 18 years of age or older.

During the past 10 years, however, there has been a tendency for the families of men to become older, while the proportion of women with younger children has increased. Men with children all under 6 years old have decreased from 4 in 10 to 3 in 10 since 1961, reducing from 66 to 56 percent men with children all under 12 years old, while men with children both under and over 12 have increased from 13 to 20 percent. In the same time, women with all children between the ages of 12 and 17 have decreased and women with all children under 12 have increased.

The result of these differences between men and women is a paradoxical relationship between the age of the teacher's own children and the age of the pupils he teaches. Over half of all elementary teachers who have children of their own have children all of whom are 12 years old or older, and one-third of elementary teachers with children of their own have grown children all of whom are 18 or older. Among secondary teachers on the other hand, more than 4 in 10 of those who have children have children who are all under 12 years old and 1 secondary teacher in 4 with children has children all of whom are less than 6 years of age.

Other dependents. Question 38 asked respondents to indicate whether they had dependents in addition to spouse and children and if so, how many dependents and of what relationship to themselves.

Results show about 5 percent of all teachers with persons other than spouse or children wholly dependent on them for support. Most have only one such dependent and in most cases the dependent is a parent. A higher percentage of women (6 percent) than of men (2 percent) but a smaller percentage of teachers under age 30 (1 percent) than in older age groups (about 6 percent) have additional dependents.

A similar question in 1966 asked teachers about other persons depending *either wholly or partly* on them for support. At this time, 15 percent of all teachers and similar percentages of men and women indicated someone besides a spouse or children depending on them to some extent for support.

Analysis of 1971 responses distinguishing married teachers from those who do not have a spouse with whom they are currently living is summarized in the table below. A higher percentage of married women than of married men, but a still higher percentage of women without spouses than of married women have additional dependents. Men without spouses are too few to report separately.

Dependents other than spouse or children	Percent	Number reporting
All married teachers	3.7	1,102
Married men	1.9	428
Married women	4.9	674
All teachers without spouses .	6.7	430
Women without spouses . . .	7.5	333

Home and car ownership. Question 45 concerned the number of homes and cars owned by teachers and/or their spouses. See Appendix B, page 99 and Appendix C, page 161.

Table 45 compares home and car ownership by 1966 and 1971 teachers and shows an increase from 62 to 67 percent during the five-year period in teacher families who own or are buying a home, while approximately 95 percent of teachers' families continue to have cars.

The increase in home ownership has occurred primarily among men, so that the percentage of men teachers who own homes is now similar to the percentage of women teachers who are home-owners. Not surprisingly, home ownership relates to the age of teachers. As in 1966, most teachers under 30 do not own homes, in contrast to a large majority in each of the older age-groups who are home-owners. Increase in home ownership, however, has occurred in all age groups except the oldest. The proportion of teachers under age 30 who own homes has grown from less than 1 in 4 to more than 1 in 3 in the past five years. More than 3 teachers in 4 among those age 30-39 and 9 teachers in 10 in the two oldest age groups now own their homes. Home-owners among teachers age 40-49 have increased from 8 in 10 five years ago to a proportion similar to that found among teachers age 50 or older.

In 1971, 8 percent of teachers reported ownership of more than one home. Percentages of men

Table 45. Home and car ownership, including those currently purchasing home or car

			Sex				Age							
	Total		Men		Women		Less than 30		30-39		40-49		50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Home														
Yes	61.6	66.9	56.7	67.2	63.8	66.8	23.4	34.7	70.5	77.7	81.8	89.3	89.5	87.7
No	38.4	33.1	43.3	32.9	36.2	33.2	76.6	65.3	29.5	22.8	18.2	10.6	10.5	12.3
Number reporting	2,196	1,451	682	511	1,514	940	738	507	485	334	390	263	552	333
Car														
Yes, one	58.5	47.6	63.5	48.5	56.3	47.0	69.6	58.9	54.8	39.8	42.5	34.6	58.1	47.7
Yes, two	35.3	43.6	33.0	43.9	36.4	43.5	24.3	34.8	40.8	53.3	50.8	52.1	34.6	41.6
Yes, three or more	2.1	3.6	1.8	3.3	2.2	3.8	0.5	1.0	2.1	2.7	4.8	8.9	2.4	4.3
Total yes	95.9	94.8	98.3	95.7	94.9	94.3	94.4	94.7	97.7	95.8	98.1	95.6	95.1	93.6
No	4.1	5.2	1.7	4.3	5.2	5.6	5.6	5.3	2.3	4.2	2.0	4.3	4.8	6.4
Number reporting	2,300	1,455	716	513	1,584	942	769	526	520	332	398	257	578	327

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Home														
Yes	59.9	66.6	62.2	68.1	62.1	65.3	52.7	57.9	68.0	75.6	59.7	64.9	66.5	70.4
No	40.1	33.4	37.8	31.9	37.9	34.7	47.3	42.1	32.0	24.4	40.3	35.1	33.5	29.6
Number reporting	524	404	967	655	705	392	520	321	485	295	630	473	561	362
Car														
Yes, one	57.6	45.8	57.8	46.5	60.2	51.3	62.6	56.5	57.8	45.3	62.3	50.0	51.0	38.1
Yes, two	33.7	42.3	36.7	46.6	34.6	40.0	30.6	36.0	35.8	46.6	32.3	40.2	42.6	52.7
Yes, three or more	1.5	6.0	2.2	3.0	2.4	2.3	0.9	1.9	1.8	4.4	1.3	3.1	4.3	5.3
Total yes	92.8	94.1	96.7	96.1	97.2	93.6	94.1	94.4	95.4	96.3	95.9	93.3	97.9	96.1
No	7.3	6.0	3.3	3.9	2.7	6.4	5.9	5.6	4.6	3.7	4.0	6.7	2.1	3.9
Number reporting	549	402	1,015	663	736	390	545	322	505	298	668	478	582	357

and women owning more than one home are similar, but higher percentages of teachers age 40 and above (11 percent of those 40-49 and 14 percent of those 50 or older) than among teachers age 30-39 (6 percent) own more than one home, while the lowest percentage owning more than one home (2 percent) is found in the youngest age group.

In 1966, a majority of teachers, about 6 in 10, had only one car, but in 1971 car-owners were about evenly divided between those who owned or were buying one car, 48 percent, and those who had more than one car, 47 percent. Two-car families have increased from 35 to 44 percent of all teachers. Car ownership among men and women teachers is similar in 1971, whereas in 1966 a larger percentage of men than women owned one car.

Ownership of more than one car, like home ownership, is rarer among teachers under age 30 than among older teachers. A majority of the youngest teachers still own only one car, but again as with home ownership, the proportion of two-car families among teachers under age 30 has increased from less than 1 in 4 to more than 1 in 3 in the past five years. A majority of teachers age 30-49 belong to two-car families. Already in 1966 half the teachers age 40-49 owned two cars, but in the 30-39 age group ownership of two cars has increased from 41 to 53 percent between 1966 and 1971; in the 40-49 age group, the small percentage of teachers with three or more cars shows a slight but significant increase since 1966. The oldest teachers also show an increase in the percentage owning two or more cars, with the result that teachers age 50 or older are now about evenly divided between those with one car and those with more than one car.

Home ownership is similarly extensive among teachers in different size school systems, while the increase in two-car families shows among teachers both in different size systems and in all geographical regions. However, the West has a higher percentage of teachers owning two or more cars, than other regions, and the Northeast is distinguished by having a smaller percentage of homeowners and a higher percentage of single car-owners than other regions. The latter difference is to be expected in view of the greater proportion of single women teachers in the Northeast.

1970 summer activities. Question 42 asked respondents to indicate on a checklist all that applied among various possible activities in which they might have been engaged in the summer of 1970. See Appendix B, page 99, and Appendix C, page 157.

Results show that the largest proportion of teachers, about 1 in 3, traveled during the summer of 1970 and the next largest proportion, about 1 in 4, attended summer school. A number were employed, more outside education than in any of the types of educational employment listed. Nineteen percent worked outside education and 14 percent taught summer school, while 6 percent had employment with their school systems other than summer school teaching and 2 percent were employed in education outside the schools. About 1 teacher in 5 simply took a vacation and did not work, study, or travel.

The most usual summer activity among men was employment outside education, which occupied 3 men teachers in 8 during the summer of 1970. Next in frequency among men were summer school attendance and travel, each of which was undertaken by 1 man in 4. Travel was the most likely activity for women, 3 in 8 of whom pursued this in summer 1970, but the next largest proportion of women, nearly 3 in 10, did not work, study, or travel. Higher percentages of men than women worked in all types of employment, and 4 times as large a proportion of men as of women worked outside education. On the other hand, a larger proportion of women than men traveled, and the percentage of women who did not work, study, or travel was three times the percentage of men. A slightly higher percentage of men than of women attended summer school.

Teachers age 50 or older were those most likely to travel and least likely to attend summer school or to work outside education, while teachers under age 30 were those most likely to attend summer school or to work outside education. Nearly half of the oldest teachers traveled, 1 in 8 attended summer school, and less than 1 in 10 worked outside education. In contrast, 3 teachers in 10 under age 30 attended summer school and more than 1 in 4 worked outside education. However, approximately 3 teachers in 10 in each of the age groups under age 50 also traveled. Fewer of the teachers under age 30, 1 in 6, than in the older age groups, about 1 in 4, did not work, study, or travel.

More teachers in the West than in other regions attended summer school. The Southeast, which has a larger proportion of women teachers than other regions, also shows a higher percentage of teachers who did not work, study, or travel, while the Northeast and Middle, which have greater percentages of teachers under age 30, also show larger percentages of teachers working outside education in the summer of 1970.

Economic Status

Question 58 asked respondents to state the amount of their current annual contract salary; Question 59 concerned the amounts of income in addition to teaching salary obtained by teachers from various sources; and Question 60 asked married teachers to state the total combined income which they and their spouses had during the year. For a complete picture of the total household income of all teachers, the total income of teachers without spouses from teaching salary and other sources was included in tabulating responses to Question 60. See Appendix B, page 100, and Appendix C, pages 194-224.

Annual contract salary. Table 46 compares the amount of annual salary reported by teachers in 1961, 1966, and 1971 and shows the improvement that has been made in the salaries of teachers especially during the latter half of the 1960's. The mean annual contract salary of teachers increased by 19 percent from $5,264 to $6,253 between 1961 and 1966 and again by 48 percent to $9,261 in 1971. In 1961 almost half of all teachers (46 percent) were earning less than $5,000 and 1 teacher in 6 was earning less than $4,000, while less than 1 percent had a salary as high as $9,000. By 1971, less than 1 percent were earning less than $5,000 while nearly half (47 percent) were earning $9,000 or more and 1 teacher in 3 was earning $10,000 or more. Most teachers in 1961 (54 percent) had salaries in the range of $4,000-$5,999; in 1966 the majority (52 percent) had moved up to the range of $5,000-$6,999; while in 1971 they were spread over a wider range of $7,000-$9,999 (also 52 percent).

In comparing salaries and increases in salaries for different subgroups of teachers, the percentage increase as well as the dollar amount is of importance. The table at the top of the next column gives the percent of increase in mean annual contract salary for various subgroups, by sex, school level, academic degree, age, size of system, and region.

Percent increase in mean annual contract salary	1961-1966	1966-1971	1961-1971
All teachers	18.8	48.1	75.9
Men	19.2	48.4	77.0
Women	18.7	47.3	74.9
Elementary	20.2	48.6	78.6
Secondary	16.6	47.7	72.1
Bachelor's degree or less	...	44.9	...
Master's degree or higher	...	46.4	...
Under age 30	...	46.7	...
Age 30–39	...	48.0	...
Age 40–49	...	51.9	...
Age 50 or more	...	51.4	...
Large system	...	41.2	...
Medium-size system	...	49.8	...
Small system	...	47.3	...
Northeast	...	50.7	...
Southeast	...	50.2	...
Middle	...	50.5	...
West	...	40.9	...

Men and secondary teachers continue to have higher salaries than women and elementary teachers. The percentage increase in mean salary of men and women teachers is similar, but the dollar amount of salary difference between men and women has increased. Elementary teachers, however, show a higher percentage increase in mean salary between 1961 and 1966 and thus for the decade as a whole than secondary teachers. The dollar amount of difference between the mean salary of elementary and secondary teachers in 1971 is similar to that in 1961.

Men have a greater proportion than women in the highest salary bracket. Although among both men and women, 1 teacher in 5 is earning in the range of $10,000-$11,999, twice as large a proportion of men as women, 2 in 10 compared with 1 in 10, have salaries of $12,000 or more. Higher salaries among men teachers reflect the greater proportion of men with master's degrees. Despite the similarity in the percent of increase since 1966 in mean salary of teachers with a bachelor's degree or

(Continued on page 74)

Table 46. Annual contract salary

				Sex						School level					
	Total			Men			Women			Elementary			Secondary		
	1961*	1966	1971	1961*	1966	1971	1961*	1966	1971	1961*	1966	1971	1961*	1966	1971
Less than $4,000	17.2	3.0	. . .	11.0	1.7	. . .	20.2	3.8	. . .	22.0	4.5	. . .	11.1	1.7	. . .
$4,000–4,999	28.8	16.3	0.8	26.0	12.1	. . .	30.0	18.3	1.3	28.7	17.1	1.4	28.8	15.4	0.2
$5,000–5,999	24.7	32.1	2.9	26.5	26.6	2.0	24.0	34.5	3.4	22.7	33.3	3.1	27.6	30.7	2.6
$6,000–6,999	16.2	20.2	10.6	20.4	22.2	8.6	14.2	19.3	11.8	15.7	19.0	10.8	16.8	21.4	10.6
$7,000–7,999	9.6	12.5	19.6	11.1	15.8	15.8	8.8	11.1	21.5	8.3	12.2	20.7	11.2	13.0	18.4
$8,000–8,999	2.6	8.2	18.4	3.3	9.9	16.6	2.2	7.5	19.4	2.2	8.0	18.9	2.9	8.4	17.9
$9,000–9,999		4.5	13.6		6.4	14.1		3.6	13.3		4.1	13.1	1.6	4.9	13.9
$10,000 or more	0.9	3.1	33.7	1.7	5.2	42.8	0.6	2.1	29.2	0.4	1.8	31.9		4.4	36.2
Number reporting	1,816	2,265	1,497	584	712	511	1,232	1,553	986	1,024	1,180	788	792	1,085	709
Mean	$5,264	$6,253	$9,261	$5,568	$6,639	$9,854	$5,120	$6,077	$8,953	$5,090	$6,119	$9,092	$5,489	$6,399	$9,449
Median	$5,143	$5,900	$8,761	$5,458	$6,300	$9,364	$4,993	$5,700	$8,500	$4,974	$5,746	$8,600	$5,332	$6,030	$9,000

	Preparation level						Age							
	Bachelor's or less			Master's or higher			Less than 30		30-39		40-49		50 or more	
	1961*	1966	1971	1961*	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Less than $4,000	21.5	2.6	. . .	3.2	1.2	. . .	3.3	. . .	2.8	. . .	3.5	. . .	3.4	. . .
$4,000–4,999	32.7	18.5	1.2	15.9	3.2	. . .	24.5	0.9	12.0	0.6	10.3	1.6	13.3	0.6
$5,000–5,999	24.6	39.1	3.9	25.6	13.4	0.5	49.4	4.6	24.2	2.7	24.2	1.2	21.9	1.2
$6,000–6,999	13.5	19.9	14.2	25.0	22.9	1.5	17.7	17.8	23.6	7.5	20.3	5.0	19.9	6.7
$7,000–7,999	5.9	10.1	24.0	21.6	22.8	7.8	4.3	32.3	17.4	13.6	17.0	10.3	16.4	10.7
$8,000–8,999	1.9	6.2	19.5	5.6	15.3	15.6	0.9	23.3	10.6	17.8	11.9	16.5	13.6	13.1
$9,000–9,999	0.3	2.5	13.8	3.1	11.3	13.1	. . .	12.9	6.9	13.1	6.4	14.9	6.4	14.7
$10,000 or more		1.0	23.4		9.7	61.6	. . .	8.3	2.4	44.8	6.7	50.8	5.3	52.8
Number reporting	1,389	1,585	1,086	427	522	411	769	557	507	336	389	262	567	328
Mean	. . .	$5,937	$8,603	. . .	$7,511	$10,999	$5,390	$7,907	$6,576	$9,732	$6,797	$10,327	$6,722	$10,180
Median	. . .	$5,600	$8,217	. . .	$7,361	$10,500	$5,300	$7,772	$6,400	$9,500	$6,600	$10,000	$6,600	$10,000

Table 46. Annual contract salary (Continued)

	School system size						Geographical region							
	Large		Medium		Small		Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Less than $4,000	1.4	...	3.3	...	4.2	...	0.4	...	7.7	...	3.6	...	1.4	...
$4,000–4,999	7.4	0.2	15.6	0.5	23.7	2.0	4.8	0.3	38.7	1.7	13.5	1.0	11.2	0.6
$5,000–5,999	25.8	0.7	31.2	3.7	37.7	4.0	29.8	0.3	34.7	10.0	36.4	1.8	26.9	1.1
$6,000–6,999	20.2	6.4	20.3	10.3	20.1	15.8	26.1	3.8	11.8	20.9	20.1	10.3	21.8	9.3
$7,000–7,999	15.5	15.6	13.3	18.3	9.6	26.0	14.2	15.4	4.5	24.6	13.5	19.3	17.0	19.8
$8,000–8,999	13.4	20.5	8.8	17.2	3.7	18.3	11.8	15.7	1.8	20.6	7.8	17.3	10.7	20.9
$9,000–9,999	10.9	15.1	3.5	12.7	1.1	13.3	8.1	14.8	0.6	11.3	3.7	12.9	5.3	15.1
$10,000 or more	5.5	41.6	4.1	37.2	...	20.5	4.9	49.9	...	10.9	1.7	37.4	5.6	33.2
Number reporting	530	424	1,001	669	734	404	544	345	490	301	662	487	569	364
Mean	$6,970	$9,843	$6,304	$9,444	$5,666	$8,347	$6,860	$10,337	$5,183	$7,783	$6,178	$9,295	$6,683	$9,418
Median	$6,780	$9,400	$5,998	$8,992	$5,500	$8,005	$6,600	$9,980	$5,000	$7,600	$5,822	$9,000	$6,400	$8,900

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*Includes extra pay for extra duties.

less and those with a master's or higher degree, the change has resulted in a great increase in the proportion of high salaries among teachers with master's degrees. In 1966, only 1 teacher in 10 with a master's degree had a salary as high as $10,000, while five years later, 6 teachers in 10 with a master's degree had salaries of at least $10,000 and 1 in 3 had a salary of at least $12,000. The table below shows the distribution of salaries of 1971 master's degree teachers focusing on the upper ranges.

Salaries of 1971 master's degree teachers	
Less than $8,000	9.8
$8,000–8,999	15.6
$9,000–9,999	13.1
$10,000–10,999	17.8
$11,000–11,999	10.9
$12,000–12,999	9.0
$13,000–13,999	7.1
$14,000–14,999	7.3
$15,000 or more	9.5
Number reporting	411

Comparison with 1966 data shows that a consistent relationship has been maintained between the salaries of master's degree teachers and the salaries of teachers as a whole. In 1966, when most teachers had salaries in the range of $5,000-$6,999, the largest proportion of master's degree teachers (46 percent) had salaries of $6,000-7,999; similarly in 1971 when most teachers were earning $7,000-9,999, the largest proportion of master's degree teachers (47 percent) were earning $8,000-10,999. Salary improvements have not reduced the proportion of master's degree teachers earning less than the average salary for teachers with a bachelor's degree or less. One teacher in 6 with a master's degree in 1971 had a salary of less than $8,500, as in 1966 a similar proportion had had a salary of less than $6,000.

Predictably, older teachers continue to receive higher salaries than younger teachers and age 30 continues to be the dividing point. As in 1966, the mean salaries of teachers in age groups 30 and above tend to be similar, while that of teachers under age 30 is less. Percentage increase in the mean salary of teachers age 40 and older since 1966 is slightly greater than for teachers under 40.

Salaries in large and medium systems continue to be higher than in small systems, but medium and small systems show a greater percentage increase in mean salary since 1966 than large systems. In dollar amount, the difference between the mean salary of teachers in large and medium systems has decreased in the past five years, while the difference between the mean salary of teachers in medium-size and small systems has increased. The trend in large systems in relation to others may be related to the replacement of older, more experienced teachers by new teachers in the past five years.

The Northeast continues to have the highest salaries and the Southeast the lowest. Only 1 teacher in 10 in the Southeast has a salary as high as $10,000, compared with nearly half the teachers in the Northeast and approximately one-third in each of the other two regions. These differences are in part a reflection of the varying proportion of teachers with master's degrees in different parts of the country and therefore, also differences in the proportion of men and women teachers. Percent of increase since 1966 in the mean salary of teachers is similar in all regions of the country except the West where it is less. In dollar amount, the difference between mean salary in the West and Middle region has decreased while the difference between the West and Northeast, which was quite small in 1966, has increased considerably; the dollar difference between the Southeast and other regions in mean salary has also increased.

Additional income. Tables 47 and 48 show the percentages of teachers reporting additional income from various sources and the mean amount of income from each of these sources in 1961, 1966, and 1971.

The majority of teachers who report that they have additional income from some source has increased from 51 to 57 percent over the past decade. For most teachers, additional income is derived from extra earnings rather than from nonsalary sources. The percentage of teachers with nonsalary income has decreased from 27 to 19 percent during the past 10 years, while those with extra earnings have increased from 34 to 47 percent of all teachers. This change occurred primarily in the first half of the decade and appears to reflect the decrease in older women teachers who are those most likely to have nonsalary income. In 1961 a higher percentage of women than of men had nonsalary income, but in 1966 and 1971 the relationship was reversed and percentages of men with nonsalary income were higher than percentages of women.

The percentage of teachers reporting summer earnings is larger than the percentage reporting extra earnings during the school year, but the percentages of teachers with both types of earnings have increased since 1961. Much larger percentages of men than of women report extra earnings both during the summer and during the school year. The increase in teachers with extra earnings, however, has occurred primarily among women, in regard to both summer earnings and extra earnings during the school year. The total percentage of women with extra earnings during the summer and/or school year has doubled, from 16 to 32 percent, between 1961 and 1971. This increase, which occurred chiefly in the first half of the decade, more than outweighs the decrease in women with nonsalary income, so that the percentage of women with additional income from some source has increased from 37 to 44 percent during the 10 years, although amounting to scarcely more than half the 81 percent of men who have additional income.

The mean amount of additional income reported by teachers has also increased over the decade, by 69 percent from the $880 averaged by 51 percent of 1961 teachers to $1,483 averaged by 57 percent of 1971 teachers. In the past five years the mean amount of income from all sources has increased. Mean figures in nonsalary income, however, are deceptively high because of a small proportion of teachers with large amounts of nonsalary income. In 1971 the median in nonsalary income was $500, and one-third of all teachers with nonsalary income had less than $200 from this source.

Earnings of both men and women teachers have increased in the past five years, but men, a larger proportion of whom have extra earnings,

Table 47. Sources of additional income

	Total			Sex					
				Men			Women		
	1961	1966	1971	1961	1966	1971	1961	1966	1971
Summer earnings	27.3	32.1	37.6	59.7	58.1	62.1	11.9	20.4	24.9
Extra earnings during school year	20.4	28.2	26.7	47.4	57.3	52.6	7.6	15.1	13.3
Extra earnings (summer and/or school year)	33.8	44.2	46.8	72.5	76.0	75.8	15.5	29.8	31.8
Nonsalary income	26.6	16.9	18.5	23.4	20.7	22.2	28.1	15.2	16.8
Additional income (extra earnings and/or nonsalary income)	51.1	53.0	56.6	80.2	81.2	80.9	37.2	40.3	44.0
Number reporting	1,882	2,344	1,533	586	730	526	1,236	1,614	1,007

Table 48. Mean amount of additional income from various sources

	Total			Sex					
				Men			Women		
	1961	1966	1971	1961	1966	1971	1961	1966	1971
Summer earnings	...	$ 801	$ 953	...	$ 987	$1,128	...	$557	$ 719
Extra earnings during school year	...	636	937	...	832	1,169	...	281	445
Nonsalary income	$590	959	1,352	$ 667	...	1,203	$558	...	1,457
All extra earnings	...	979	1,280	...	1,366	1,772	...	519	720
All additional income	880	1,124	1,483	1,155	1,554	1,899	597	730	1,076

Table 49. Types of employment from which extra earnings were received

	1961	1966	1971
Summer earnings			
School work	27.4	36.8	46.6
Outside work	80.5	57.7	53.7
Federal program	...	14.8	7.5
More than one source	...	7.6	7.6
Number reporting	514	752	577
Extra earnings during school year			
Extra pay for extra duties	...	61.3	61.3
Other school work	34.9	20.7	20.1
Outside work	77.9	35.9	31.8
More than one source	...	16.2	12.3
Number reporting	384	661	410

also earn a larger amount than women. Men working during the summer average over $1,000 from this employment, while the smaller percentage earning additional income during the school year average as much. Women's earnings, on the other hand, are higher in the summer when they average slightly more then $700, compared with over $400 during the school year.

Tables 49 and 50 show the percentages of teachers who received earnings from various types of employment during the summer and the school year and the mean amounts earned from different types of employment in 1961, 1966, and 1971. Data indicate that while most teachers with summer earnings derive these from employment outside their own school system, extra earnings during the school year are usually payment for extra duties undertaken in conjunction with the teacher's regular teaching job. However, summer employment by the school system has increased steadily throughout the decade, while outside employment during the summer decreased greatly between 1961 and 1966 and less greatly in the last five years. In regard to the sources of extra earnings during the school year, 1961 figures are distorted by the exclusion of teachers earning extra pay for extra duties, but it seems evident that a decrease in outside employment during the school year occurred in the first half of the 1960's. There is no evidence of change during the second half of the decade in the types of employment from which teachers obtained additional earnings during the school year. A change that has occurred in the second half of the decade is a decrease in the small percentage of teachers who derive summer earnings from employment under a federal program. More teachers derive extra earnings from more than one type of employment during the school year than during the summer, but the percentage of teachers earning extra income from more than one type of employment during the school year has decreased between 1966 and 1971.

Amounts of income earned from all types of employment show increases during the past 10 years wherever comparative data are available. Teachers earning money from employment in their own school system in the summer of 1970, about 1 teacher in 6 among all 1971 teachers, averaged slightly less than $900 from this source, while 1 teacher in 5 earned an average of about $700 extra from his school system during the 1970-71 school year. Extra pay for extra duties in 1971 averaged approximately $600 for about 1 teacher in 6, an increase of about $200 from the amount averaged by a similar proportion of 1966 teachers.

School work and outside work appear to be about equally profitable for teachers during the summer, but the few teachers, 9 percent of all 1971 teachers, who earned additional income from outside work during the school year averaged much higher earnings from this source than were obtained from school system employment. Three percent of 1971 teachers earned $1,000 or more from outside employment during the 1970-71 school year.

Analysis of responses by age shows that teachers under age 50 are more likely than older teach-

Table 50. Mean amount of extra earnings from various types of employment

	1961	1966	1971
Summer earnings			
School work	$522	$608	$ 886
Outside work	559	817	938
Extra earnings during school year			
Extra pay for extra duties	...	392	597
Other school work	425	...	...
Extra pay and/or other school work	...	...	697
Outside work	721	...	1,274

ers to have additional income. As might be expected, the oldest teachers are most likely to have income from nonsalary sources and the least likely to have extra earnings, while the youngest teachers are the most likely to have extra earnings and the least likely to have income from nonsalary sources.

The following table shows percentages of 1971 teachers in various subgroups earning additional income from employment in and outside their own school system both during the summer and during the school year. Percentages of teachers receiving extra pay for extra duries are shown separately, but those receiving additional income from employment under a federal program during the summer have been omitted because of the very small number involved.

	School system employment			Outside employment		
		School year				
	Summer	Extra pay	Extra pay and/or other	Summer	School year	Number in sample
All teachers	17.5	16.4	20.5	20.2	8.5	1,533
Men	24.7	31.7	39.7	40.1	18.6	526
Women	13.8	8.3	10.5	9.8	2.6	1,007
Elementary	17.1	7.1	9.3	12.0	5.0	807
Secondary	18.0	26.7	33.1	29.3	12.4	726
Under age 30	18.1	22.8	26.2	29.9	11.0	562
Age 30–39	17.4	18.8	22.3	21.2	10.4	345
Age 40–49	21.1	11.9	19.3	15.2	6.7	270
Age 50 or more	14.5	7.4	10.9	7.7	3.8	339
Large system	20.8	11.6	17.4	19.4	10.4	432
Medium-size system	17.6	17.1	20.8	19.4	7.5	689
Small system	14.1	20.1	23.5	22.3	8.0	412
Northeast	18.5	17.9	21.9	22.2	7.7	351
Southeast	15.8	8.1	12.6	16.1	5.8	310
Middle	17.7	22.1	26.3	24.1	9.2	498
West	17.9	14.2	18.2	16.6	10.4	374

As would be expected, higher percentages of men than of women are found employed both in their own school system and outside both during the summer and during the school year. However, a higher percentage of men are employed outside than in their school system in the summer, while a higher percentage of women have summer employment in the system than outside it. Moreover, the percentage of men employed by their school systems in additional work during the school year is higher than the percentage employed by their school system during the summer, while the reverse is true of women, more of whom are employed by the school system in the summer than on additional school work during the year. The explanation for this lies in the fact that school systems employ similar percentages of elementary and secondary teachers during the summer but a much greater percentage of secondary than elementary teachers during the year on extra duties for which extra pay is received. More than 1 secondary teacher in 4 receives extra pay for extra duties and about 1 in 3, income from some type of additional school work during the year, compared with less than 1 elementary teacher in 10.

Further effects of this difference appear in percentages in different age groups. Greater percentages of teachers in age groups under 40 than in older age groups receive extra pay for extra duties, with the result that a higher percentage of the youngest teachers receive extra earnings from their school system during the school year than during the summer and the percentage with summer employment outside the system is greater than the percentage employed by the system in the summer. In contrast the oldest teachers show a higher percentage with summer employment within than outside the school system.

Fewer small-system teachers are employed by their systems during the summer than teachers in large systems, but a smaller percentage of teachers in large than in medium or small systems receive extra pay for extra duties during the school year. In the Southeast, also, a lower percentage of teachers than in other regions receive extra pay for extra duties and have earnings from additional employment with the system during the year. Higher percentages of teachers with summer employment outside than within the school system are found in small systems, where school system employment is less usual in the summer than in larger systems, and in the Northeast and Middle states, which have a greater proportion of young teachers than other regions.

Total household income. Amounts of salary, additional income, and the total amount of combined income of married teachers and their spouses made it possible to report on the total household income of teachers and to compute the percent of total household income represented by the teacher's salary. Results show a mean amount of total household income of $15,021 for all teachers and a mean percent of total household income provided by the teacher's salary of 71 percent.

Although women teachers average less in teaching salary and in additional income, the mean income of their households, $15,439, is higher than that of men teachers' households, $14,243. The salary of a man teacher represents a mean of 76 percent of total household income, while a woman teacher's salary on the average represents 68 percent of total household income. Total household income tends to be highest in the Northeast and West and lowest in the Southeast and higher in large or medium than in small school systems.

However, the economic needs and resources of married and unmarried teachers differ so greatly that a more accurate picture of teachers' economic status is gained by considering their household incomes separately. Analysis of data distinguishing married teachers from those who do not have a spouse with whom they are living at present shows an expectedly higher mean household income of $17,093 among married teachers than the mean of $10,385 for teachers without spouses. Married women show a considerably higher mean in total household income, $18,510, than married men teachers who average $15,006 in total household income. The largest proportion of married men (43 percent) report total household income in the range of $10,000-14,999, but 1 married woman in 3 reports household income of $15,000-$19,999, and 1 married woman in 4, income of $20,000-$24,999, while an additional 15 percent of married women belong to households with incomes of $25,000 or more.

For teachers without spouses, the teaching salary provides a mean of 95 percent of total income. In the households of married teachers, the teacher's salary represents a mean of 60 percent of total income. Not surprisingly, married men rely to a greater extent on the teacher's salary for support of the house than married women. The teaching salary of a married man provides a mean of 72 percent of the total household income, but married women contribute a fairly high mean of 52 percent of household income from their teaching. However, the majority of married women teachers provide less than half of total household income. One married woman in 6 contributes less than 40 percent of total household income and 1 in 3 contributes 40-49 percent. Few married men support their households entirely from their salaries as teachers, and for only 1 married man in 5 does his teaching salary provide 90 percent or more of the total household income.

VII. COMMUNITY AND CIVIC LIFE

Summary of Major Findings and Trends

- During the 1960's about half of all teachers lived in communities to which they had moved as adults and with which they had come to feel identified. Fewer teachers during the second half of the decade than at its beginning were living in their childhood home communities and more were newcomers to their present communities.
- 6 teachers in 10 live within the boundaries of the school system where they teach, but only 1 teacher in 3 lives within the attendance area of the school in which he is teaching.
- Membership in community and civic organizations is less widespread among teachers than it was 5 or 10 years ago. Most teachers, however, still are members of the PTA and of a church or synagogue.
- More than 8 teachers in 10 voted in the general election and about 3 in 4 voted in primary elections in 1970, but only 3 percent of all teachers have themselves been candidates for political office.
- Most teachers classify their political philosophy on the conservative side of the spectrum, but more identify with the Democrat than with the Republican Party in political affiliation.
- Younger teachers are less likely than older teachers to feel identified with their communities, to live within the boundaries of the school system or school attendance area, to be members of community organizations, to have participated in the most recent political elections, or to identify with one of the two major political parties.
- The percentage of men teachers who have served on active duty in the U.S. Armed Forces has decreased from 53 to 44 percent in the past five years.

Relationship with the Community

Identity with community. Question 48 asked respondents to indicate their sense of identity with the community where they lived during the school year by choosing among possible responses which distinguished those living in the home town where they had grown up from those having come to their present communities as adults, and as well as distinguishing long-time residents from newcomers. See Appendix B, page 99, and Appendix C, page 163.

Responses of teachers to the same question in 1961, 1966, and 1971, shown in Table 51, reveal a decrease, primarily during the first half of the decade, in the percentage of teachers living in their childhood home communities and an increase in newcomers to the community. Throughout the decade, the largest proportion of teachers have been those who came to their present communities as adults but now feel that they belong. However, in the last five years a significant, though slight, increase has occurred in the small percentage who report that in spite of having lived in the community some time they do not feel that they belong.

The shift from home-town dwellers to newcomers has taken place chiefly among women and elementary teachers, while percentages of men and secondary teachers in these two categories give no evidence of significant change from 10 years ago. In 1961, higher percentages of women and elementary teachers than of men and secondary teachers were living in their home-town communities, but the decrease throughout the decade in home-town dwellers among women and elementary teachers has reduced these percentages to a level similar to those of men and secondary teachers. However, the increase in the percentage of teachers who do not feel identified with their communities is evident among both men and women.

Not surprisingly, the youngest teachers show the highest percentage of newcomers to the community. In 1971, 1 teacher in 4 under age 30 re-

Table 51. Identity with community

	Total			Sex: Men			Sex: Women		
	1961	1966	1971	1961	1966	1971	1961	1966	1971
Living in childhood home community	33.2	29.6	28.6	28.1	27.0	29.0	35.5	30.7	28.4
Came as adult and now belong	50.9	50.6	48.7	48.5	48.7	46.5	51.9	51.5	49.9
Living in community some time but do not belong	4.6	4.4	7.8	6.0	6.7	9.1	4.1	3.4	7.2
Lived in community too short a time to belong	11.3	15.4	14.9	17.4	17.5	15.4	8.5	14.4	14.5
Number reporting	1,869	2,315	1,508	587	718	518	1,282	1,597	990

	School level: Elementary			School level: Secondary		
	1961	1966	1971	1961	1966	1971
Living in childhood home community	36.1	31.5	29.0	29.3	27.5	28.2
Came as adult and now belong	50.8	52.8	48.9	51.0	48.2	48.5
Living in community some time but do not belong	3.2	3.7	7.3	6.6	5.2	8.4
Lived in community too short a time to belong	9.9	12.0	14.8	13.1	19.2	14.9
Number reporting	1,061	1,219	791	808	1,096	717

	Age: Less than 30		Age: 30-39		Age: 40-49		Age: 50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
Living in childhood home community	29.5	31.8	26.0	28.3	29.9	23.3	32.0	28.2
Came as adult and now belong	35.2	30.1	53.9	52.5	58.9	66.2	62.2	62.7
Living in community some time but do not belong	4.5	11.2	6.6	7.9	4.5	4.9	2.6	3.6
Lived in community too short a time to belong	30.8	26.9	13.5	11.4	6.7	5.6	3.2	5.5
Number reporting	773	554	519	343	401	266	587	330

	School system size: Large		School system size: Medium		School system size: Small	
	1966	1971	1966	1971	1966	1971
Living in childhood home community	34.1	26.4	27.3	29.3	29.4	29.7
Came as adult and now belong	51.7	52.8	52.0	48.4	48.0	45.0
Living in community some time but do not belong	3.6	8.7	4.1	7.5	5.4	7.4
Lived in community too short a time to belong	10.5	12.0	16.7	14.9	17.2	17.8
Number reporting	551	424	1,020	680	744	404

	Geographical region: Northeast		Geographical region: Southeast		Geographical region: Middle		Geographical region: West	
	1966	1971	1966	1971	1966	1971	1966	1971
Living in childhood home community	39.9	32.1	34.3	33.7	27.5	27.3	18.2	22.8
Came as adult and now belong	40.0	38.8	51.6	51.6	49.0	49.0	61.7	55.3
Living in community some time but do not belong	4.2	10.2	3.7	4.9	5.2	8.0	4.3	7.9
Lived in community too short a time to belong	15.9	19.0	10.4	9.8	18.3	15.7	15.8	14.1
Number reporting	552	343	508	306	672	490	583	369

ported that he had lived in the community too short a time to feel that he belonged. Teachers age 30-39 also have a higher percentage of newcomers than either of the older age groups. In addition, the youngest teachers are more likely to lack a sense of identity with their communities despite having lived there for a while. The percentage of teachers under age 30 who do not feel they belong in the community has more than doubled, from 5 to 11 percent, since 1966 and is significantly larger than in any of the older age groups.

In the past five years, a decrease has occurred in the percentage of teachers in large systems and in the Northeast who are living in their childhood home communities. This change brings large systems more into line with medium and small systems, whereas in 1966 a greater percentage of large-system teachers than of those in smaller systems were found living in the towns and cities where they had lived as children. The opposite trend, however, appears in the West where during the past five years there has been a small but

Table 52. Location of teacher's residence

	Total		Sex				School level			
			Men		Women		Elementary		Secondary	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Within school system	62.1	59.9	60.1	60.1	63.1	59.8	62.2	58.9	62.1	61.0
Outside system	37.9	40.1	39.9	39.9	36.9	40.2	37.8	41.1	37.9	39.0
Number reporting	2,330	1,522	726	526	1,604	996	1,220	799	1,110	723

	Age							
	Less than 30		30-39		40-49		50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
Within school system......	54.3	53.8	61.4	59.8	64.6	64.1	71.5	66.7
Outside school system.....	45.7	46.2	38.6	40.2	35.4	35.9	28.5	33.3
Number reporting	779	559	523	341	398	270	590	336

	School system size					
	Large		Medium		Small	
	1966	1971	1966	1971	1966	1971
Within school system	63.4	64.0	61.4	60.0	62.3	55.5
Outside system	36.6	36.0	38.6	40.0	37.7	44.5
Number reporting	554	428	1,026	685	750	409

	Geographical region							
	Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971
Within school system	51.1	47.7	76.6	71.9	58.1	60.4	64.7	60.6
Outside system	48.9	52.3	23.4	28.1	41.9	39.6	35.3	39.4
Number reporting	554	346	512	310	677	495	587	371

significant increase in the percentage of teachers living in their home-town communities, although the percentage of Western teachers who are home-town dwellers is still less than the percentage found in either of the two eastern regions of the country. The increase since 1966 in teachers who do not feel identified with the community is manifest everywhere except in small systems and in the Southeast. The Southeast also shows a smaller percentage of teachers who are newcomers to their communities than other regions.

Location of residence. Questions 49 and 50 concerned the location of the teacher's residence within the school system and within the attendance area of the school where he is teaching. See Appendix B, page 99, and Appendix C, pages 163-64.

Responses show that while a majority of teachers, 60 percent, live within the boundaries of the school system where they teach, only a minority, 34 percent, live within the attendance area of the school in which they are teaching. Percentages of men and women and of elementary and secondary teachers whose homes are located within their school systems tend to be similar, but a much higher percentage of secondary than of elementary teachers, 41 compared with 28 percent, and a slightly higher percentage of men than of women, 39 compared with 32 percent, live within the attendance areas of their schools.

Older teachers are more likely than younger teachers to live within the boundaries of the school system and the attendance area of the school. The percentage of the youngest teachers living within the school system is smaller than the percentage in any of the older age groups, while the percentage of the oldest teachers who live within the attendance area of the school is higher than the percentage in any of the younger age groups. Fifty-four percent of teachers under age 30 live within the boundaries of their school systems and 28 percent within the attendance areas of their schools, compared with 67 percent of teachers age 50 or older living within the system and 45 percent living within the attendance area of the school.

A somewhat lower percentage of teachers in small school systems (56 percent) than in large systems (64 percent) live within the boundaries of the system, but the percentage of small-system teachers living within the attendance area of the school (50 percent) is considerably greater than the percentage of teachers in medium-size systems (36 percent), which in turn is considerably greater than the percentage of teachers in large systems (17 percent). The Southeast has the largest proportion of teachers living within the system, 7 in 10, and the Northeast the smallest, less than one-half, while the Middle region and West with about 6 teachers in 10 living withing the system stand between these extremes. Regional differences in regard to residence within the attendance area of the school are of lesser magnitude, but again the Southeast shows a considerably higher percentage, 43 percent, than the Northeast with 24 percent.

Residence within the school system in comparison with 1966, shown in Table 52, has decreased slightly among women and among teachers in small systems. Other changes from 1966 percentages are too small to be statistically significant.

Participation in community and civic organizations. Question 51 asked respondents to indicate on a checklist whether or not they were members of various organizations, while Question 52 concerned the number of hours per month during the school year which teachers are accustomed to give to working for such organizations. Responses to the latter question were tabulated in terms of hours per week for the purpose of comparison with previous studies. See Appendix B, page 99, and Appendix C, pages 165-67.

Table 53 compares teacher membership in various types of organizations in 1961, 1966, and 1971, and Table 54 compares the amount of time during the school year given by teachers to such organizations in these three years. Both show a decrease in teacher participation in organizations since the beginning of the 1960's and especially since 1966. As in 1966, the only two types of organizations in which a majority of teachers hold membership are a church or similar religious group and the Parent-Teacher Association, but percentages of teachers who are members of such organizations have decreased during the last five years, in the former case from 86 to 78 percent and in the latter from 78 to 66 percent. Membership in political parties has decreased throughout the decade to a very considerable extent, dropping from 31 to 22 percent between 1961 and 1966 and then again to 13 percent in 1971. Fraternal organizations also show a large decrease from 33 to 19 percent in teacher membership during the first half of the decade and a smaller decrease to 15

Table 53. Membership in organizations

	Total			Sex					
				Men			Women		
	1961	1966	1971	1961	1966	1971	1961	1966	1971
Church, synagogue, or other religious group	87.2	85.5	78.3	83.9	80.0	73.8	88.7	88.0	80.7
Youth-serving group	21.2	19.7	15.9	30.7	23.7	19.8	16.9	17.8	13.8
Women's business, professional, civic-social group	21.7	22.1	18.9	. . .	2.5	1.9	31.6	31.0	27.8
Men's service club	6.2	5.2	5.1	19.6	15.9	14.8	. . .	0.4	. . .
Fraternal or auxiliary group	32.6	19.3	15.0	40.3	24.0	22.6	29.0	17.2	11.0
Civil liberties group	. . .	5.5	4.4	. . .	6.2	4.0	. . .	5.1	4.7
Veterans group	. . .	4.5	4.5	. . .	11.2	11.6	. . .	1.5	0.8
Political party organization	30.8	22.0	12.6	35.7	31.0	13.1	28.5	17.9	12.3
Parent-teacher association	. . .	78.4	66.3	. . .	70.0	55.5	. . .	82.2	72.0
Hobby club	. . .	17.5	16.2	. . .	16.8	17.5	. . .	17.8	15.5
Number reporting	1,881	2,344	1,533	590	730	526	1,291	1,614	1,007

	School level			
	Elementary		Secondary	
	1966	1971	1966	1971
Church, synagogue, or other religious group	88.4	80.9	82.4	75.5
Youth-serving group	16.6	14.3	23.1	17.6
Women's business, professional, civic-social group	27.0	24.2	16.8	13.1
Men's service club	1.3	2.0	9.6	8.5
Fraternal or auxiliary group	18.8	13.8	19.9	16.4
Civil liberties group	4.9	3.7	6.1	5.2
Veterans group	2.2	2.2	7.1	7.0
Political party organization	16.5	11.8	28.0	13.5
Parent-teacher association	85.9	78.3	70.1	53.0
Hobby club	15.6	15.0	19.6	17.5
Number reporting	1,230	807	1,114	726

	Age							
	Less than 30		30-39		40-49		50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
Church, synagogue, or other religious group	82.6	74.0	85.9	74.8	86.8	83.7	88.9	85.3
Youth-serving group	15.2	10.5	25.4	21.2	27.3	24.1	15.7	12.7
Women's business, professional, civic-social group	14.6	10.5	17.4	15.4	30.3	24.1	30.2	31.3
Men's service club	5.1	3.4	8.4	7.0	6.2	7.0	2.4	4.7
Fraternal or auxiliary group	13.2	9.6	21.6	15.1	21.3	18.9	24.5	20.9
Civil liberties group	4.0	2.3	8.8	7.2	7.9	5.9	2.7	3.2
Veterans group	0.8	1.2	7.3	3.2	10.9	10.4	3.0	6.8
Political party organization	23.6	12.3	26.5	11.9	22.1	11.9	16.0	14.2
Parent-teacher association	74.5	58.9	81.3	67.8	81.9	75.6	79.3	70.2
Hobby club	18.2	16.7	18.5	17.4	19.1	15.9	15.3	14.5
Number reporting	781	562	524	345	403	270	593	339

Table 53. Membership in organizations (Continued)

	School system size					
	Large		Medium		Small	
	1966	1971	1966	1971	1966	1971
Church, synagogue, or other religious group	83.7	75.9	86.3	79.0	85.8	79.9
Youth-serving group	20.8	16.2	19.6	16.0	19.0	15.3
Women's business, professional, civic-social group	22.5	20.4	23.9	19.0	19.4	17.2
Men's service club	2.9	3.9	5.5	4.8	6.6	6.8
Fraternal or auxiliary group	20.4	16.7	17.9	13.5	20.5	15.8
Civil liberties group	11.8	8.6	4.4	4.4	2.3	0.2
Veterans group	4.1	5.1	3.4	3.8	6.4	5.1
Political party organization	21.3	13.9	22.8	12.9	21.4	10.7
Parent-teacher association	82.8	75.7	81.1	68.8	71.3	52.4
Hobby club	19.3	16.7	17.9	16.5	15.5	15.0
Number reporting	559	432	1,032	689	753	412

	Geographical region							
	Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971
Church, synagogue, or other religious group	83.1	74.1	92.1	91.3	86.5	79.1	81.0	70.6
Youth-serving group	18.5	12.3	24.2	16.8	17.9	16.9	18.8	17.1
Women's business, professional, civic-social group	20.5	17.1	28.8	24.8	20.4	18.1	19.9	16.8
Men's service club	4.9	4.0	4.4	4.8	6.2	6.0	5.3	5.1
Fraternal or auxiliary group	17.8	11.1	20.1	13.5	18.9	18.9	20.5	14.7
Civil liberties group	7.4	4.6	7.4	7.1	5.3	2.8	2.2	4.3
Veterans group	5.4	4.3	4.1	3.5	4.5	4.2	4.1	5.9
Political party organization	29.1	13.1	15.9	12.6	19.8	10.4	23.1	15.0
Parent-teacher association	71.4	59.8	88.6	77.7	74.9	58.8	80.0	73.0
Hobby club	18.0	12.5	21.1	18.7	15.7	16.3	16.0	17.4
Number reporting	556	351	517	310	682	498	589	374

percent in the ensuing five years. Small decreases have occurred in the percentage of teachers who are members of youth-serving groups and women's groups and in the percentage of men who are members of men's service clubs.

Accompanying the decrease in organization membership is a predictable decrease in the amount of time teachers as a whole give to organizations, from a mean of two hours per week in 1966 to an average of one hour per week in 1971. With fewer teachers members of organizations, it is only to be expected that the percentage of teachers who do not give any time to organizations should be higher in 1971 than in 1966 or 1961. The proportion of teachers giving an hour a week to organization work has decreased since 1966, but at 3 in 20 is similar to that found in 1961. However, teachers giving more than an hour a week to organizations have decreased from 4 in 10 to 3 in 10 since 1961.

As in previous years, a higher percentage of women than of men in 1971 are church members and a higher percentage of men than of women are members of youth-serving groups and fraternal organizations. Membership in all three types of organizations, however, has decreased among both sexes although in the case of youth-serving groups the decrease has been greater among men. Membership in political parties in 1961 and 1966 was more extensive among men than among women, but the large decreases in party membership for both sexes have tended to erode this difference. The percentage of men holding membership in political parties shows a greater decrease between 1966 and 1971 than in the first half of the decade while among women the greater decrease occurred in the first half of the decade. In both 1966 and 1971, higher percentages of women and elementary teachers than of men and secondary teachers have been PTA members, but the greater decrease during the five-year period among men and secondary teachers in PTA membership has widened the gap. In 1971, over three-fourths of elementary teachers, compared with slightly more than half of secondary teachers, were PTA members.

In general, decreases in organization membership during the past five years have occurred primarily among younger teachers. Church membership shows significant decrease only in age groups under 40, thus opening a distinct gap, for which evidence in 1966 is lacking, between lower percentages of teachers under 40 than among older teachers who are church members. Again, PTA membership, although having decreased in all age groups since 1966, shows greater decrease among those under 40, with the result that in 1971 teachers under 30 have a smaller percentage of PTA members than any other age group. Political party membership, however, exhibits a different pattern: In 1966, greater percentages of teachers in age groups under 50 than among the oldest teachers were party members, but substantial decreases in party membership in the three younger age groups have eliminated the difference.

Percentages of teachers in different size school systems who are members of churches or political parties are generally similar, but geographical analysis of responses reveals differences. As in 1966, the percentage of teachers who are church members is highest in the Southeast, which is the only region of the country that does not show significant decrease in church membership during the past five years. Political party membership in 1966 was highest in the Northeast and lowest in the Southeast, but regional differences have tended to disappear in the past five years as, with the exception of the Southeast, all regions, but especially the Northeast, have experienced decrease in party membership among teachers.

Table 54. Hours per week during school year devoted to organizations

	1961	1966	1971
None	32.7	25.3	40.7
One hour	28.8	37.9	29.2
Two hours	18.9	18.4	15.2
Three or more hours	19.6	18.4	14.9
Number reporting	1,881	2,344	1,533
Mean	. . .	1.7	1
Median	. . .	1.2	1

On the other hand, differences and changes in PTA membership appear to relate to size of school system rather than to geographical region. Membership in the PTA, which in 1966 was more widespread among teachers in large or medium than in small school systems, has decreased everywhere but more greatly in small than in medium and more greatly in medium than in large systems. The result is that in 1971 a somewhat greater percentage of teachers in large than in medium-size systems and a considerably greater percentage of teachers in medium-size than in small systems are PTA members. Geographically, however, although decrease in PTA membership has occurred in all regions, the change still leaves higher percentages of teachers in the Southeast and West than in the Northeast and Middle region PTA members, as was the case in 1966.

Men continue to give more time to organizations than women, an average of two hours per week, compared with an average of one hour per week. Sixty-five percent of men, compared with 57 percent of women, give time to organizations, while 4 men in 10, compared with 1 woman in 4, give two or more hours per week. Western teachers give more time to organizations than others, an average of two hours per week, compared with one hour per week in other regions, and a higher percentage of teachers in the West than in other regions give three or more hours a week.

Teachers as Citizens

Political activity. Question 53 concerned participation in 1970 elections and Question 54

Table 55. Participation in 1964 and 1970 elections

			Sex				School level			
	Total		Men		Women		Elementary		Secondary	
	1966	1971	1966	1971	1966	1971	1966	1971	1966	1971
Gave services for candidate in primary	...	7.9	...	9.4	...	7.1	...	8.8	...	6.8
Gave money to candidate in primary	...	10.1	...	11.0	...	9.7	...	8.8	...	11.6
Voted in primary	77.0	74.6	74.9	73.4	77.9	75.2	78.6	74.7	75.1	74.3
Gave services for party in general election	8.7	6.5	10.7	7.7	7.7	5.9	7.2	7.2	10.3	5.7
Gave services for referenda in general election	...	3.4	...	4.8	...	2.7	...	3.9	...	2.9
Gave money to party in general election	11.6	7.7	12.1	8.1	11.5	7.5	11.3	6.3	12.0	9.2
Voted in general election	89.2	82.3	89.2	85.4	89.2	80.7	89.2	81.9	89.2	82.7
Did not participate	8.8	12.1	9.0	11.2	8.7	12.6	8.9	11.5	8.8	12.8
Number reporting	2,344	1,509	730	5.9	1,614	990	1,230	792	1,114	717

	Age							
	Less than 30		30-39		40-49		50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
Gave services for candidate in primary	...	4.8	...	9.7	...	10.1	...	9.1
Gave money to candidate in primary	...	3.6	...	12.6	...	13.5	...	16.0
Voted in primary	61.3	58.0	79.4	80.3	83.1	83.9	90.9	89.4
Gave services for party in general election	6.5	4.3	10.9	7.4	9.7	7.9	8.4	8.2
Gave services for referenda in general election	...	1.8	...	5.0	...	3.7	...	4.5
Gave money to party in general election	6.3	2.7	11.6	8.2	18.4	9.4	13.8	14.2
Voted in general election	79.3	72.2	93.1	85.6	92.8	91.0	96.1	89.7
Did not participate	18.3	23.9	5.2	8.8	5.7	4.1	2.2	2.4
Number reporting	781	557	524	340	403	267	593	331

	School system size					
	Large		Medium		Small	
	1966	1971	1966	1971	1966	1971
Gave services for candidate in primary	...	11.2	...	7.4	...	5.2
Gave money to candidate in primary	...	11.7	...	10.8	...	7.4
Voted in primary	77.8	78.8	77.8	73.1	75.2	72.4
Gave services for party in general election	9.1	8.2	9.3	6.5	7.4	4.7
Gave services for referenda in general election	...	3.5	...	3.7	...	3.0
Gave money to party in general election	11.8	7.9	11.5	8.2	11.7	6.7
Voted in general election	91.4	82.1	88.6	82.5	88.4	82.3
Did not participate	6.8	11.0	9.2	13.1	9.8	11.8
Number reporting	559	429	1,032	674	753	406

	Geographical region							
	Northeast		Southeast		Middle		West	
	1966	1971	1966	1971	1966	1971	1966	1971
Gave services for candidate in primary	...	7.5	...	7.3	...	6.3	...	10.8
Gave money to candidate in primary	...	7.5	...	4.3	...	10.4	...	17.1
Voted in primary	68.0	65.3	77.0	74.9	77.3	74.7	85.1	82.7
Gave services for party in general election	10.6	4.3	7.5	5.9	8.4	5.9	8.1	9.8
Gave services for referenda in general election	...	1.2	...	2.6	...	4.1	...	5.4
Gave money to party in general election	10.6	7.2	7.2	3.3	13.0	8.4	14.9	10.8
Voted in general election	89.4	82.1	83.4	78.5	91.2	80.7	91.9	87.8
Did not participate	8.5	15.0	12.6	14.5	8.1	12.0	6.8	7.6
Number reporting	556	346	517	303	682	491	589	369

whether or not the teacher himself had ever been a candidate for public office during his teaching career. See Appendix B, pages 99-100, and Apdex C, pages 168-71.

Results of the first question show that despite the decrease in formal membership in political parties, 1971 teachers have an excellent voting record: 82 percent voted in the general election, and 75 percent in primary elections in 1970 while only 12 percent reported that they had not participated in 1970 elections at all. A similar question was asked in 1966 concerning participation in the 1964 elections, and comparison of results, shown in Table 55, indicates a slightly lower level of teacher participation in 1970 than in 1964 elections. The difference may be attributed to the fact that 1964 was a Presidential election year and 1970 only a Congressional election year. The 1961 survey asked respondents only whether or not they had voted in the 1960 elections, and the 93 percent indicating that they had done so thus reflects not only the high degree of interest in the Presidential election that year but also the combined total voting in a primary and/or the general election.

Teachers continue to show a high degree of interest in primary elections. No evidence of significant decrease appears between the percentages of teachers voting in 1964 and 1970 primaries. In addition, as many or more 1971 teachers donated services or money in support of candidates in 1970 primaries as made such donations to political parties in the 1970 general election.

Although a slightly higher percentage of men than of women voted in the 1970 general election, in most other respects participation by men and women in 1970 elections was similar, as was participation of elementary and secondary teachers. In both 1964 and 1970 elections, however, a lower level of participation was found among teachers under age 30 than among older teachers. Although evidence of a lesser degree of participation in 1970 than in 1964 elections may be found also among older teachers, it is the youngest teachers who show the greatest increase in nonparticipants, from 18 to 24 percent, between the two elections under consideration.

The Northeast and Middle regions, which have a larger proportion of young teachers than other regions, also show a greater decrease in the percentage of teachers voting in the general election. Voting in primary elections, however, shows no evidence of change and remains highest in the West and lowest in the Northeast. The West also in 1971 shows a percentage of teachers giving monetary support to a candidate in the primary which is considerably higher than in other regions, as well as being higher than the percentage of Western teachers who donated money to a political party in the general election.

Although a large majority of teachers habitually vote in elections, very few have themselves been candidates for public office. Table 56, which compares candidacy for public office among teachers in 1961, 1966, and 1971, gives no evidence of significant change in the small percentage of teachers who have run for office. Analysis of responses similarly fails to indicate meaningful patterns of significant difference between subgroups apart from a predictable relationship to the teacher's age. A higher percentage of teachers age 50 or older than of teachers under age 30 have been candidates for public office.

In addition, the 1971 question distinguished candidacy for local, state, and national office, and also whether or not the candidate was elected. Results indicate that candidacy has usually been local and that teacher candidates were usually successful in winning elections.

Political views. Question 43 concerned the teacher's political philosophy and Question 47 his affiliation with a political party. See Appendix B, page 99, and Appendix C, pages 158 and 162.

Results show that in political philosophy, teachers incline to the conservative side but most are middle-of-the-road. Those who classify their political philosophy as either *tend* to be conservative or *tend* to be liberal comprise 7 teachers in 10, but those who say they either are conservative or tend to be outnumber those who are or tend to be liberals by 6 to 4. The proportion that label themselves conservative without qualification, 1 in 6, exceeds the 1 in 8 who are unqualified liberals,

Table 56. Candidacy for public office

	1961	1966	1971
Yes	2.1	2.8	3.1
No	97.9	97.2	96.9
Number reporting	1,866	2,326	1,533

while those who *tend* to be conservative, 44 percent, far exceed the 28 percent who *tend* to be liberal. In party affiliation, however, a greater percentage classify themselves as Democrats, 43 percent, than as Republicans, 34 percent, but more than 1 teacher in 5 reports that he is not affiliated with any party.

Men and women, and elementary and secondary teachers, show generally similar distribution in regard to both political philosophy and political affiliation. Analysis of responses by age also shows that a majority of teachers in all age groups are on the conservative side of the political spectrum, while Democrats exceed Republicans in every age group except the oldest. However, as would be expected, older teachers are more likely to be conservative than younger teachers; 7 teachers in 10 among those age 50 or older either are or tend to be conservative, compared with about 6 in 10 in each of the two middle age groups, and only slightly more than one-half the youngest teachers. Young teachers, on the other hand, are less likely than older teachers to be Republicans and more likely not to be affiliated with any political party. More than one-third of all teachers under age 30 report that they are not affiliated with any party, about twice as great a proportion as can be found in any of the older age groups.

Teachers who are or tend to be conservative constitute a majority both in different size school systems and in different geographical regions. However, the extent of conservative political philosophy among teachers is inversely related to size of school system. Although percentages of teachers who call themselves straightforwardly conservative are similar in large, medium, and small systems, a greater percentage in small than in medium and in medium than in large systems *tend* to be conservative, while large systems have a greater percentage of unqualified liberals than medium or small systems. Geographically, a larger proportion of teachers in the Southeast profess to be conservative, 1 in 4, compared with less than 1 in 5 in other regions and only 1 in 8 in the Northeast, while the Middle region has a smaller percentage who call themselves liberal, 8 percent, compared with about 14 percent in each of the other regions.

Traditional regional differences appear in the party affiliation of teachers. Democrats are most numerous among teachers in the Southeast, accounting for nearly 6 teachers in 10 in this region, and sparsest in the Middle of the country where they number less than 1 teacher in 3. Conversely, Republicans show the highest percentage in the Middle, 41 percent, and the lowest percentage, 21 percent, in the Southeast. The Middle region, however, has a slightly higher percentage of teachers with no party affiliation than other regions. In regard to balance between the two major parties, Democrats outnumber Republicans in the Southeast by slightly less than 3 to 1 and exceed Republicans in the West to a considerable extent, while Republicans outnumber Democrats in the Middle of the country and Northeastern teachers are more evenly divided between the two parties.

The political affiliations of teachers in different size school systems are equally predictable if it is recalled that large-system teachers are located primarily in urban communities and small-system teachers chiefly in small towns and rural areas. Large school systems have a greater percentage of teachers who are Democrats than medium or small systems, but the percentage of Republicans is higher among teachers in small than in medium-size and in medium-size than in large systems. Teachers with no party affiliation represent about the same proportion in different size school systems. Thus, Democrats far outnumber Republicans among teachers in large systems and are slightly more numerous also among teachers in medium-size systems, while evidence indicates a more even balance between the two parties among teachers in small systems.

The two tables below show the interrelationship between the political philosophy and political party affiliation of teachers and indicate that while most liberals are Democrats and more conservatives are Republicans then Democrats, the Democratic Party includes a substantial proportion of teachers who are conservatives as well as teachers who are

	Conservative or tend to be	Liberal or tend to be
Democrat	33.0	58.2
Republican	47.2	14.0
Other	1.5	1.6
Not affiliated with any party	18.3	26.3
Number reporting	883	579

	Demo-crat	Repub-lican	Other or no party
Conservative	11.6	24.7	14.0
Tend to be conservative	34.7	59.0	38.1
Tend to be liberal	35.0	14.3	34.8
Liberal	18.6	2.0	13.1
Number reporting . . .	628	498	336

liberals, but Republican teachers are rarely liberal in political philosophy. Teachers not affiliated with either of the major parties are evenly divided between the liberal and conservative sides of the political spectrum, but most of them hold middle-of-the-road views, describing their political philosophy as either *tend* to be conservative or *tend* to be liberal. However, a greater percentage of liberals than of conservatives have no party affiliation.

Military service. Question 46 asked respondents to indicate whether or not they had served on active duty in the U.S. Armed Forces. See Appendix B, page 99, and Appendix C, page 162.

Table 57 compares military service by 1966 and 1971 teachers and shows that although in both years approximately 1 teacher in 6 had served on active duty, considered as a proportion of men teachers those who had served have decreased from slightly more to somewhat less than one-half. In both 1966 and 1971, only a small percentage of teachers under age 30 were found to have been on active service in the armed forces, while changes in the older age groups reflect the movement through or out of the profession of men who served in World War II and/or the Korean War. The 30-39 age group, which has the largest proportion of men teachers, shows substantial decrease since 1966 in the percentage of teachers who have served in the armed forces. Such decrease is not evident among teachers over age 40, and teachers age 40-49 now show a higher percentage who have served on active duty than any other age group. A small increase among teachers age 50 or older in the percentage having served reflects the increased percentage of men in this age group.

Table 57. Service on active duty in U. S. Armed Forces

	Total		Sex			
			Men		Women	
	1966	1971	1966	1971	1966	1971
Yes	17.1	16.0	52.9	44.3	1.1	1.2
No	82.9	84.0	47.1	55.7	98.9	98.8
Number reporting	2,334	1,533	722	526	1,612	1,007

	Age							
	Less than 30		30-39		40-49		50 or more	
	1966	1971	1966	1971	1966	1971	1966	1971
Yes	7.4	5.7	35.2	21.2	30.2	33.7	5.9	14.2
No	92.6	94.3	64.8	78.8	69.8	66.3	94.1	85.8
Number reporting	779	562	522	345	401	270	591	339

VIII. SELECTED PROFILES

The Elementary Teacher

The typical elementary teacher is a woman, age 37, probably married, with a bachelor's degree and 8 years of teaching experience, 5 of them in the school system where she is now teaching. Chances are 6 in 10 that she has undertaken college study in the past three years, and if so, she has earned 14 semester hours of credit, for an expenditure of $495 from her own funds.

She is one of 25 teachers in her school, whose staff includes four additional nonteaching professionals, and is very likely supervised by a male principal. She has 27 pupils in her class and is required to be at school 36¼ hours a week but has 6 chances in 10 of having a duty-free lunch period, most likely 40 minutes long. In addition, she attends 17 faculty meetings in the course of the school year, probably 3/4 of an hour in length each. She devotes about 8 hours a week to school-related duties for which she does not receive compensation and her mean total working week is 45.8 hours. The elementary teacher teaches 181 days during the year and has an additional four non-teaching days of contract, for which the annual salary is $9,092.

Chances are 6 in 10 that the elementary teacher lives within the boundaries of the school system that employes her but less than 3 in 10 that she lives within the attendance area of her school. She is most likely a member of the parent-teacher association and more likely than not a member of local, state, and national education associations. Her main reason for becoming a teacher was her desire to work with young people and there is an 80 percent chance she would again choose teaching if she had the choice of career to make again. Chances are better than 8 in 10 that she was planning to continue full-time teaching in the same school system in the 1971-72 school year.

The Secondary Teacher

The secondary teacher is more likely to be a man than a woman, is age 33, and probably married. He has a bachelor's degree, and there is 1 chance in 3 he also has a higher degree. He has had 7 years of teaching experience, 5 of them in his present school system. Chances are 6½ in 10 that he has undertaken college study for credit within the past three years, and if so, he has earned 15 semester hours of credit while expending $577 from his own funds on education costs.

There are 61 teachers and nine other nonteaching professionals on the staff of his school which is headed by a male principal. He teaches 134 pupils a day, an average of 26 per class. Chances are 6 in 10 that he is teaching English, mathematics, science, or social studies. He is required to be at school 36-3/4 hours a week, during which he teaches 26 of the 34 periods in the school schedule, which are probably each about 55 minutes long, and has five unassigned preparation periods. He also probably has a duty-free lunch period, most likely one-half hour in length. He attends 14 faculty meetings a year, each of which is probably about an hour long. In all, he spends more than 8 hours a week on school duties for which he is not compensated, and his total mean working week is 48.1 hours. Like his colleague in elementary school, he teaches 181 days a year, but has an additional five nonteaching days of contract. His annual salary is $9,449.

Like the elementary teacher, the secondary teacher probably lives within the boundaries of his school system and chances are 4 in 10 that he also lives within the attendance area of his school. He is probably a member of his local and state education associations, and there is about a 50-50 chance that he is a member of the National Education Association, the parent-teacher association, and a subject-matter or professional special-interest organization. His two main reasons for becoming a teacher were his desire to work with young people and his interest in a particular subject-matter field. There are 2 chances in 3 that he would choose teaching if he had his career choice to make again, and he is as likely as the elementary teacher to have planned to continue teaching in the same system in 1971-72.

The Man Teacher

Chances are 3 in 4 that the man teacher is teaching in secondary school and 4 in 10 that he is a senior high teacher. He has a bachelor's degree and eight years of teaching experience, five years with his present school system. Chances are better than 4 in 10 that he has a higher degree and 7 in 10 that he has earned college credits within the past three years amounting to 17 semester hours.

Chances are better than 4 in 10 that his father was an unskilled, semi-skilled, or skilled worker and 1 in 3 a businessman or professional. His mother probably graduated from high school, but there is only 1 chance in 5 that she went to college. He is 33 years old, married, and probably has two children. Chances are 4-1/2 in 10 that the man teacher has a wife who is employed at least part time and 2 in 10 that he is married to a woman who is teaching full time. He and his wife probably own or are buying their home and chances are about even whether they own one or more than one car. He probably supplemented his teaching salary by working during the summer, and there is about a 50-50 chance that he also took on other work in addition to his regular teaching duties during the school year. His total income combined with his wife's amounts to $15,006, of which his teaching salary represents 72 percent.

The man teacher most likely came as an adult to the community where he now lives but has probably lived there long enough to feel that he belongs. He is probably a church member, more likely conservative than liberal in his political thinking, and more likely a Democrat than a Republican. It is very likely that he voted in both the primary and the general election in 1970.

There is 1 chance in 3 that he would *certainly* become a teacher and less than 3 chances in 10 that he would *probably* become a teacher if he had the choice to make again.

The Woman Teacher

There are 2 chances in 3 that the woman teacher is teaching in elementary school. If she is a secondary teacher, she is more likely to be teaching English than any other subject. She has a bachelor's degree but only 1 chance in 5 of having a higher degree. Her teaching experience amounts to eight years, five of which have been in her present school system. Chances are 4 in 10 that she has had a break in teaching service, most likely to raise a family. There is a 6 in 10 chance that she has earned a typical 13 semester hours of college credit in the past three years.

Chances are 4-1/2 in 10 that her father was a businessman or professional and less than 3 in 10 that he was an unskilled, semi-skilled, or skilled worker. Her mother was probably a high-school graduate and chances are 3 in 10 her mother also attended college. She is 37 years old, probably married, and chances are about even whether or not she has two children. The woman teacher has a 57 percent chance of being married to a man with full-time employment, but her husband is probably not a teacher. They probably own or are buying their home and chances are about 50-50 whether they own one or more than one car. Their combined income amounts to $18,510, toward which her teaching salary contributes 52 percent.

Like her male colleague, the woman teacher probably moved to her present community as an adult but has been there long enough to feel she belongs. Like him also, she is probably a church member, more inclined to be conservative than liberal in political philosophy, and more likely to be a Democrat than a Republican. She, too, very probably voted in both the primary and the general election in 1970.

If given the choice to make again, there is a 51 percent chance that she would *certainly* become a teacher and 30 percent chance that she would *probably* make this choice.

APPENDIX A–ESTIMATES OF SAMPLING VARIATION

The percentages and means contained in this report, like all sample data, are subject to sampling variation. It is important that this variation be considered whenever inferences about the population are based upon: (a) a single statistic or (b) the difference between two statistics, i.e., two means or two percentages.

This section presents tables designed to assist the reader in estimating the amount of sampling variation associated with population inferences made from the sample percentages contained in this report and describes procedures for using the tables in establishing confidence intervals for population percentages. It also describes procedures for using the standard error reported with a mean when making inferences about the population mean or when comparing two means.

Confidence Intervals for Percentages. In sample surveys it is impossible to determine exactly how much a sample percentage differs from the corresponding population percentage. But by using the sample data to estimate the expected amount of variation associated with the sample percentage, it is possible to determine a range of values with a specific likelihood that the range or interval will include the population percentage. Such a range of values is termed the *confidence interval* and the upper and lower values of this interval are termed the *confidence limits.* The probability that the confidence interval includes the population percentage is called the *degree of confidence* and is usually expressed as a percent.

Table A is designed to assist the reader in making population inferences based upon single sample percentages. The table contains the approximate number of percentage points that should be subtracted from and added to an observed sample percentage in order to obtain the approximate 90 percent confidence limits for the corresponding percentage in the population. Such limits determine an interval which will include the population percentage about 90 times in 100. Although in most cases the limits will be conservative, that is, the level of confidence will be greater than 90 percent, in some instances the level of confidence will be less than 90 percent. For a discussion of why this is true see the section of this technical note titled "Method Used in Computing Tabled Values."

To illustrate the use of Table A, we have an observed sample percentage showing that 23.8 percent of the 526 men respondents taught in junior high school, and we wish to make an inference about the corresponding population percentage. Since 23.8 is nearer to 20 percent than to any other percentage shown in the columnar headings of the table, we select the column headed "Observed percentage near 20 or 80." The observed percentage is based upon a sample of 526; there-

TABLE A.–EVALUATING ONE PERCENTAGE–APPROXIMATE NUMBER OF PERCENTAGE POINTS TO BE ADDED TO AND SUBTRACTED FROM THE OBSERVED SAMPLE PERCENTAGE TO OBTAIN THE 90 PERCENT CONFIDENCE LIMITS FOR THE POPULATION PERCENTAGE

Size of subgroup	Observed percentage near				
	10% or 90%	20% or 80%	30% or 70%	40% or 60%	50%
250-449	3.0	4.1	5.1	5.3	5.4
450-549	2.5	3.4	4.0	4.4	4.3
550-649	2.3	3.2	3.7	4.4	4.3
650-849	2.0	2.8	3.1	3.6	3.6
850-1,349	1.7	2.2	2.6	3.1	2.9
1,350-1,849	1.4	1.8	2.2	2.6	2.4
1,850-2,349	1.2	1.7	2.0	2.4	2.1

fore, we choose the row labeled 450-549. At the intersection of the selected column and row, we find a value of 3.4 percentage points. We subtract this value from and add it to the observed value of 23.8 to obtain the approximate .90 confidence limits, which are 20.4 percent and 27.2 percent. Thus we can state with approximately 90 percent confidence that the range of values from 20.4 percent to 27.2 percent includes the percentage of junior high-school teachers in the total population of men teachers. In other words, the probability that the interval will contain the population percentage is approximately .90.

Comparing Two Percentages. Sampling variation must also be taken into account when comparing any two percentages reported in this study. That is, if an observed percentage is larger than another, it does not necessarily mean that the corresponding population percentages differ by a like amount. In fact, the population percentages may be equal and the difference between the sample percentages may be due only to chance in the selection of this particular sample.

Table B is designed to give the reader some idea of how much difference can be expected between two sample percentages as a result of sampling variation for various sample or subgroup sizes. The values shown are the approximate minimum number of percentage points by which two observed percentages must differ in order for the reader to infer that the corresponding population percentages are different with a confidence of approximately .90. In other words, if the observed difference *exceeds* the value given at the intersection of the appropriate row and column in the proper section of the table, it may be stated with approximately 90 percent confidence that the population percentages are different. In most cases the level of confidence will be greater than 90 percent, but in some cases the level of confidence will be less than 90 percent.

Table B may also be used to obtain the approximate 90 percent confidence interval for the difference between two population percentages. The value obtained from the table may be subtracted from and added to the observed difference to obtain the approximate confidence limits and the probability that the interval between the limits contains the difference between the population percentages is .90. It should be noted that if the interval includes zero, it should *not* be inferred that the population percentages are different and also that in some instances the degree of confidence will actually be less than 90 percent.

To illustrate the use of Table B, we can consider the two observed sample statistics that 33.7 percent of 306 teachers in the Southeast, in contrast to 27.3 percent of 490 teachers in the Middle States, are teaching in communities where they have lived since childhood. Is this sample difference of 6.4 percentage points large enough for us to be able to infer with approximately 90 percent confidence that the population percentages are different? Since both percentages are near 30 percent, we enter the section of the table headed "For percentages around 30 or 70." Each section of the table is symmetrical so we may use either subgroup size to determine the proper column and then use the other to determine the proper row. One subgroup size is 490 so we select the column headed 450-549 and the other subgroup size is 306 so we select the row labeled 250-449. At the intersection of the selected row and column we find the value 5.8 percentage points. Since the observed difference of 6.4 percentage points exceeds the value obtained from the table, we may state with approximately 90 percent confidence that the corresponding population percentages are different, and hence that relatively more Southeastern than Middle States teachers are working in their home towns.

The value obtained from the table may be subtracted from and added to the observed difference to obtain the approximate 90 percent confidence limits for the population difference, which are .6 percent and 12.2 percent. We can then state with approximately 90 percent confidence that the interval from .6 percent to 12.2 percent includes the difference between the population percentages.

Method Used in Computing Tabled Values. It is difficult to supply the user of statistics obtained from two-stage samples with a precise estimate of the amount of sampling variation associated with a particular percentage because even though two or more observed percentages obtained from samples or subgroups of the same size are equal, in almost all cases their variances will not be equal. The generalized and approximate values presented in Tables A and B are the results of many computations. They are based on computations of the design effect which is the ratio of the standard error of a percentage reported in the study to the

TABLE B.–COMPARING TWO PERCENTAGES–APPROXIMATE DIFFERENCE REQUIRED FOR SIGNIFICANCE AT .90 LEVEL OF CONFIDENCE FOR SELECTED SUBGROUP SIZES

	Subgroup size						
Subgroup size	250-449	450-549	550-649	650-849	850-1,349	1,350-1,849	1,850-2,349
For percentages from 35 to 65							
250-449	6.9	6.4	6.2	5.9	5.6	5.4	5.3
450-549	6.4	5.7	5.6	5.2	4.9	4.7	4.5
550-649	6.2	5.6	5.5	5.1	4.8	4.5	4.4
650-849	5.9	5.2	5.1	4.7	4.3	4.0	3.9
850-1,349	5.6	4.9	4.8	4.3	3.9	3.6	3.5
1,350-1,849	5.4	4.7	4.5	4.0	3.6	3.3	3.1
1,850-2,349	5.3	4.5	4.4	3.9	3.5	3.1	2.9
For percentages around 30 or 70							
250-449	6.4	5.8	5.6	5.4	5.1	4.9	4.8
450-549	5.8	5.2	5.0	4.7	4.4	4.2	4.1
550-649	5.6	5.0	4.8	4.5	4.2	3.9	3.8
650-849	5.4	4.7	4.5	4.2	3.8	3.6	3.4
850-1,349	5.1	4.4	4.2	3.8	3.4	3.2	3.0
1,350-1,849	4.9	4.2	3.9	3.6	3.2	2.9	2.7
1,850-2,349	4.8	4.1	3.8	3.4	3.0	2.7	2.5
For percentages around 20 or 80							
250-449	5.4	4.9	4.8	4.6	4.3	4.2	4.1
450-549	4.9	4.4	4.3	4.1	3.8	3.6	3.5
550-649	4.8	4.3	4.1	3.9	3.6	3.4	3.3
650-849	4.6	4.1	3.9	3.7	3.3	3.1	3.0
850-1,349	4.3	3.8	3.6	3.3	3.0	2.7	2.6
1,350-1,849	4.2	3.6	3.4	3.1	2.7	2.5	2.3
1,850-2,349	4.1	3.5	3.3	3.0	2.6	2.3	2.2
For percentages around 10 or 90							
250-449	4.0	3.7	3.5	3.4	3.2	3.1	3.0
450-549	3.7	3.3	3.2	3.0	2.8	2.7	2.6
550-649	3.5	3.2	3.1	2.9	2.7	2.5	2.5
650-849	3.4	3.0	2.9	2.7	2.5	2.3	2.2
850-1,349	3.2	2.8	2.7	2.5	2.2	2.0	1.9
1,350-1,849	3.1	2.7	2.5	2.3	2.0	1.8	1.7
1,850-2,349	3.0	2.6	2.5	2.2	1.9	1.7	1.6

standard error of a percentage of equal magnitude obtained from a simple random sample of the same number of elements.

The design effects were calculated for many percentages in the various subgroups of the sample and then grouped in the cells shown in the tables and averaged. The design effects for Table B were calculated under the assumption that the two percentages were from independent subgroups. The average used to compute the generalized value for a particular cell in one of the tables was not a true average but a "safe" or "conservative average" which exceeded most of the values calculated for the cell.

Confidence Intervals for Means. Confidence intervals for the means reported in this study can be obtained by using the standard errors (S.E.) reported with the means. The limits of the 90 percent confidence interval for a population mean may be obtained by multiplying the reported standard error by 1.645 and adding this value to and subtacting it from the reported sample mean.

The probability that the interval between the limits computed in this manner will contain the corresponding population mean is .90.

For example, suppose the mean salary for a particular subgroup is $6,641 and the standard error of this mean is $50.51. The value to add to and subtract from the sample mean is 1.645 times $50.51, which is $83, and the limits of the 90 percent confidence interval are $6,558 and $6,724. Therefore, we can state with approximately 90 percent confidence that the interval from $6,558 to $6,724 contains the corresponding population mean salary of this subgroup.

Comparing Two Means. In order to compare two means reported in this study, it must be determined whether the observed difference between the means could have occurred by chance in the selection of the sample, or if there is a high degree of probability that the observed difference indicates a difference between the corresponding population means. This can be accomplished by calculating the standard error of the difference between the observed means and finding a confidence interval for the difference between the population means. The required calculations are best illustrated in an example.

Suppose we wish to compare the mean salary of $6,641 used in the previous example, which has a standard error of $50.51 associated with it, with a mean salary of $6,380 which has a standard error of $31.00 associated with it. Can we state, with approximately 90 percent confidence, that the difference of $261 between these two means could not have occurred by chance and that, therefore, the corresponding population means are different? The standard error of the observed difference is obtained by finding the square root of the sum of the squared standard errors. That is, we square both standard errors, add them together, and find the square root of this sum as follows: $50.51 squared equals $2,550.25; $31.00 squared equals $961.00, the sum of the squared standard errors is $3,511.25, and the square root of this sum is $59.30, which is the standard error of difference.

To obtain the limits of the 90 percent confidence interval for the population difference, we multiply the standard error of the difference by 1.645 and add the result to and subtract it from the sample difference. The standard error of the difference $59.30, times 1.645 is $98. Therefore, the 90 percent confidence limits are $261 minus $98 and $261 plus $98, or $163 and $359. Since the interval between these limits does not include zero, we may state with approximately 90 percent confidence that the population means are different. If the interval had included zero, we could only state that there was insufficient evidence to infer that the population means were different.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 Sixteenth Street, Northwest, Washington, D.C. 20036

Research Division

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THE STATUS OF THE AMERICAN PUBLIC-SCHOOL TEACHER

A. Your Professional Preparation

1. What is the HIGHEST COLLEGE DEGREE you hold? Do not report honorary degrees. Check ONE.

☐ No degree
☐ Two-year college diploma, degree, or certificate
☐ Bachelor's degree
☐ Master's degree
☐ Education specialist or professional diploma based on 6 years of college study
☐ Doctor's degree

2. In what YEAR did you receive your highest college degree? 19 _____

☐ Have less than bachelor's degree

3. For each degree held write in the letter corresponding to the type of institution from which you received the degree. (Answer in terms of the type of institution it was when you graduated.)

a. Public college or university with professional schools (e.g., medicine)
b. Public college or university without professional schools (e.g., medicine)
c. Nonpublic college or university with professional schools (e.g., medicine)
d. Nonpublic college or university without professional schools (e.g., medicine)

_____ Bachelor's degree
_____ Master's degree
_____ Education specialist or professional diploma based on 6 years of college
_____ Doctor's degree

☐ Have less than bachelor's degree

B. Your Teaching Experience

4. In what calendar year did you BEGIN your first full-time teaching position? 19 _____

5. How many years of FULL-TIME TEACHING experience have you completed, including the current year?

_____ total years of experience
_____ total years in present school system

6. Since you began teaching, have you taught full-time in school systems other than the one in which you now teach? Check ALL that apply and write in number of years.

☐ Yes, in _____ other school systems in the state in which I now teach.
☐ Yes, in _____ other school systems in another state.
☐ No

7. If you have been employed in public education outside the state in which you are currently employed, have you lost retirement credit for this outside service?

☐ Yes, _____ years
number
☐ No
☐ Don't know

8. Has there been a BREAK of as much as one year in your full-time teaching service? If so, how many such breaks? Disregard breaks of less than one full school year.

_____ breaks in teaching service

☐ No breaks in teaching service

9. If there has been a break of more than one full school year in your teaching service, what was your PRIMARY REASON for temporarily not teaching? If there has been more than one break, answer for the most recent one. Check ONE.

☐ Marriage or full-time homemaking
☐ Maternity or child rearing
☐ Spouse's work tooks us to another community
☐ Further study
☐ Employment in position outside education
☐ Employment in another educational position
☐ Military service
☐ Ill health
☐ Tired of teaching and wanted a rest
☐ Dismissal or forced resignation
☐ Other (write in) ____________________

____

C. Your Present Teaching Assignment

10. How many classroom teachers are there in your school? (Include yourself and all full-time persons half or more of whose work load is classroom teaching.) _____ teachers

11. How many other full-time professional staff members (counselors, nurses, librarians, administrators) are there in your school?

_____ other professionals

12. What grades are you teaching this year? (Circle ALL grades you teach.)

PK K 1 2 3 4 5 6 7 8 9 10 11 12 13 14

13. How is your present teaching assignment classified? (Check ONE.)

☐ Elementary teacher
☐ Middle school teacher
☐ Junior-high or intermediate school teacher
☐ Junior-senior high teacher
☐ Senior high teacher
☐ Combination elementary-secondary teacher
☐ Junior-college teacher
☐ Other: ____________________________

14. What percent of your total teaching time each week is spent in teaching grades or subjects that are DIFFERENT FROM your MAJOR FIELD OF COLLEGE PREPARATION? ____ percent

15. If you teach in the elementary grades, not departmentalized, how many pupils are enrolled in your class? _____ pupils

16. If you teach in the secondary grades or in departmentalized elementary grades:

a. In what field (English, mathematics, etc.) are you currently teaching the LARGEST PORTION of your time?

____

b. How many CLASS PERIODS do you teach PER WEEK? (Exclude study halls and homeroom periods.) __________ class periods

c. How many CLASS PERIODS per week are there in your school? _____ class periods

d. What is the average length of the class periods in your school? (Include passing time.) _____ minutes

e. What is the average number of PUPILS you teach PER DAY? (Exclude study halls and homeroom periods.) _____ pupils

f. How many unassigned preparation periods do you have in your own schedule EACH WEEK? _____ unassigned class periods

17. What is the EXACT LENGTH of your required school day? (e.g., IF you are required to be on duty by 8:15 A.M. and permitted to leave school at 3:30 P.M., your school day is 7 hours and 15 minutes.)
_____ hours and _____ minutes

18. On the average how many hours PER WEEK do you spend on compensated and noncompensated school-related activities such as lesson preparation, grading papers, making reports, extracurricular activities, meetings.

Compensated: ____ hours and ____ minutes
Noncompensated: ____ hours and ____ minutes

19. How many days are scheduled for your regular SCHOOL YEAR in 1970-71? (Exclude summer school.)

_____ teaching days
_____ other days of contract (e.g., inservice, orientation)

20. Lunch period:

a. What is the average length of your lunch period? _____ minutes

b. Do you usually eat lunch with your pupils (e.g., supervise their lunch period)?

☐ Yes, all the time
☐ Yes, on a rotating basis
☐ No

c. If you answered Yes to "b" above, what is the reason?

☐ My own preference
☐ It is customary in my school
☐ It is required in my school

21. Is there team teaching in your school this year? Check ONE.

☐ Yes, and I am a member of a team.
☐ Yes, but I am not a member of a team.
☐ No

22. Do you have tenure in your present school district? Check ONE.

☐ Yes, tenure
☐ Yes, continuing contract only
☐ No

23. Do you have to attend regularly scheduled faculty meetings in your school?

☐ No ☐ Yes, ______ per year
number

If Yes, of what average duration are they?

_____ minutes

24. What percentages of the pupils in your classes are from the following ethnic or racial groups:

___% Oriental-American
___% Afro-American
___% Mexican-American
___% Other Spanish-surnamed
___% American Indian
___% All other pupils
100% Total

25. What is the sex of your principal?

☐ Male ☐ Female

26. From which of the following ethnic or racial groups is your principal?

☐ Oriental-American
☐ Afro-American
☐ Mexican-American
☐ Other Spanish-surnamed
☐ American Indian
☐ Other

27. Of what economic class do you consider the majority of your pupils to be members?

☐ Upper class
☐ Upper middle class
☐ Lower middle class
☐ Lower class
☐ Mixed economic classes

28. How would you describe the location of your school?

☐ City, less than 250,000 population
☐ Inner core of city, having a population of 25,000 or more
☐ Other part of city, having a population of 25,000 or more
☐ Suburban
☐ Small town
☐ Rural

29. If you teach in an inner city school, how were you assigned to your present school? Check ONE.

☐ Volunteered
☐ Assigned to the school when new in system
☐ Transferred by administration

30. Do you receive additional pay or other incentives for your inner city assignment?

☐ Yes, additional pay
☐ Yes, other incentives. Please explain:

____

☐ No

31. Do you currently have one or more uncertified persons serving as teacher aides to assist you? (Check ONE.)

☐ Yes, I have a teacher aide assigned to assist me alone.
☐ Yes, I have a teacher aide who also assists other teachers.
☐ Yes, both of the above.
☐ No, I do not have a teacher aide

If Yes, please check below ALL the kinds of assistance performed by the aide(s).

☐ Help with instruction of small groups
☐ Help with instruction of individuals
☐ Help with lunch duty
☐ Help with bus duty
☐ Help with playground duty
☐ Secretarial help (typing, filing, mimeographing, recording grades, etc.)
☐ Help with grading papers (objective answers only)
☐ Help with grading papers (essay questions, themes, etc.)
☐ Preparation of instructional resources (slides, transparencies, etc.)
☐ Use of instructional resources (film projector, tape recorder, etc.)
☐ Assistance with classroom environment (prepare room, monitor students, prepare bulletin boards, etc.)
☐ Other: ______________________________

D. You and Your Family

32. What is your AGE? ____ years

33. What is your SEX? ☐ Male ☐ Female

34. What is your MARITAL STATUS?

☐ Single
☐ Married
☐ Widowed, divorced, or separated

35. If you are married, is your HUSBAND or WIFE gainfully employed? Check ONE.

☐ Yes; employed full time
☐ Yes; employed part time
☐ No, but draws retirement pay
☐ No, but is disabled and draws insurance or disability retirement benefits
☐ No, not gainfully employed at present

36. If you are married, and if your HUSBAND or WIFE is employed full time, is this employment in the teaching profession?

☐ Yes ☐ No

If Yes, is the employment in the SAME SCHOOL SYSTEM in which you teach?

☐ Yes ☐ No

37. What are the ages of your children? Write in the NUMBER of children in each age group.

____ under 6 years of age
____ 6 - 11 years
____ 12 - 17 years
____ 18 years or older
____ TOTAL NUMBER
☐ Have no children

38. Do you have persons other than your spouse or children who depend wholly on you for support? ☐ No ☐ Yes, ___ persons

If Yes, what is their relationship to you? Check ALL that apply.

☐ Parent(s)
☐ Other relative(s)
☐ Other

39. To what ethnic or racial group do you belong?

☐ Oriental-American
☐ Afro-American
☐ Mexican-American
☐ Other Spanish-surnamed
☐ American Indian
☐ Other

40. What is, or was, your father's type of OCCUPATION? If more than one, check predominate type. Check ONE.

☐ Farmer
☐ Unskilled worker
☐ Skilled or semiskilled worker
☐ Clerical or sales worker
☐ Managerial worker or self-employed
☐ Professional or semiprofessional worker

41. What was the educational attainment of your mother? Check ONE.

☐ Elementary school completed or less
☐ Some high school but did not graduate
☐ High-school graduate
☐ Some college but did not graduate
☐ College graduate (4 years)
☐ Graduate work after college graduation

42. What did you do during the summer of 1970? Check ALL that apply.

☐ Attended summer school
☐ Taught summer school
☐ Other employment by school system
☐ Employed in education outside schools (e.g., State Department of Education)
☐ Employed outside education
☐ Traveled
☐ Did not work, study, or travel

43. How would you classify yourself in regard to your political philosophy?

☐ Conservative
☐ Tend to be conservative
☐ Tend to be liberal
☐ Liberal

44. What are the three main reasons you decided to become a teacher? Check THREE.

☐ Value or significance of education in society
☐ Desire to work with young people
☐ Interest in a subject-matter field
☐ Influence of a teacher in elementary or secondary school
☐ Influence of a teacher or adviser in college
☐ Influence of my family
☐ Financial rewards
☐ Long summer vacation
☐ Job security
☐ Employment mobility
☐ Preparation program in college appealed to me
☐ Wanted a suitable job until marriage
☐ Wanted a job with draft deferment
☐ Wanted a change from other work
☐ Need for second income in family
☐ Need for income after termination of my marriage
☐ Never really considered anything else
☐ Opportunity for a life time of self-growth
☐ Other (Please specify.) ________________

____

45. Do you and/or your spouse own or are you purchasing:

a. Your own home? ☐ Yes, only one
☐ Yes, more than one
☐ No

b. A car? ☐ No ☐ Yes, ____ cars

46. Have you ever served on ACTIVE DUTY as a member of the Armed Forces of the United States? ☐ Yes ☐ No

47. How would you classify yourself in regard to your political affiliation? Check ONE.

☐ Democrat
☐ Republican
☐ Other
☐ I am not affiliated with any party

E. You and the Community

48. Please check to indicate your SENSE OF IDENTITY with the community (town, city, or other unit of population) where you live during the school year. Check ONE.

☐ I am living in my home community where I have lived since childhood.
☐ I came here as an adult and now feel that I belong.
☐ I have been here for some time, but do not feel that I belong.
☐ I have been here for too short a time to expect to feel that I belong.

49. Is your residence within the boundaries of the school system in which you teach?

☐ Yes ☐ No

50. Is your residence within the attendance area of the school in which you teach?

☐ Yes ☐ No

51. Several types of religious, civic, professional, and social organizations are listed below. Please indicate whether or not you are a member of each of these.

	Member	Non-member
Church or synagogue, or other formal religious group	☐	☐
Youth-serving group (e.g., Scouts)	☐	☐
Women's business, professional, civic-social group (e.g., AAUW)	☐	☐
Men's service club (e.g., Rotary)	☐	☐
Fraternal or auxiliary group (e.g., Elks, Masons)	☐	☐
Civil liberties group (e.g., ACLU, Urban League, NAACP)	☐	☐
Veterans group	☐	☐
Political party organization	☐	☐
Parent-teacher Association	☐	☐
Hobby Club (e.g., music, gardening)	☐	☐
National Education Association ..	☐	☐
State Education Association	☐	☐
Local Education Association	☐	☐
Subject-matter or professional special-interest association ..	☐	☐
American Federation of Teachers .	☐	☐

52. How many hours PER MONTH, on the average, do you give during the school year to work for organizations such as those listed in Question 51? (Do not include time spent in school-assigned activities or at services of religious worship.) _____ hours PER MONTH

53. To what extent did you participate in the 1970 elections? Check ALL items that apply.

☐ Gave my services as a worker in behalf of a candidate in the primary
☐ Voted in the primary election
☐ Gave money to a candidate in primary
☐ Voted in the general election
☐ Gave money to a political party in the general election
☐ Gave my services as a worker in behalf of a political party in the general election
☐ Gave my services as a worker in behalf of referenda in the 1970 elections
☐ Did not participate in the 1970 elections

54. While a teacher, have you ever been a CANDIDATE for election to a public office (local, state, or national)?

	Local	State	National
Yes, and elected ...	☐	☐	☐
Yes, but not elected	☐	☐	☐
No	☐	☐	☐

F. Your Professional Growth Activities

55. Below are listed several types of professional growth activities. Please indicate if you have participated in any of these during the past three years.

	This year 1970-71	Last year 1969-70	Year before last 1968-69
Sabbatical leave:			
a. full-time college	☐	☐	☐
b. travel	☐	☐	☐
c. other	☐	☐	☐
Other educational travel	☐	☐	☐
System-sponsored workshops during school year	☐	☐	☐
System-sponsored workshops during summer	☐	☐	☐
Work on curriculum committee	☐	☐	☐
Committee work or special assignment OTHER THAN curriculum	☐	☐	☐
University extension courses	☐	☐	☐
College courses IN EDUCATION during school year	☐	☐	☐
College courses in subject fields OTHER THAN EDUCATION during school year .	☐	☐	☐
College courses IN EDUCATION during the summer	☐	☐	☐
College courses in subjects OTHER THAN EDUCATION during the summer	☐	☐	☐
Professional growth activities sponsored by professional association(s)	☐	☐	☐
Educational TV	☐	☐	☐
Exchange teaching, domestic	☐	☐	☐
Exchange teaching, foreign	☐	☐	☐
Peace Corps	☐	☐	☐
VISTA	☐	☐	☐
Teach Corps	☐	☐	☐
Teacher Corps	☐	☐	☐

56. How many college credits have you earned in the last three years? Include only those you have earned since college graduation.

☐ None

____ semester hours; ____ quarter hours

57. If you have earned college credits in the last three years, approximately how much of your own money have you spent? Exclude scholarship funds.

$________ for fees and tuition
$________ for food and lodging while attending school
$________ for travel to and from school
$________ for books and other instructional materials

G. Your Economic Status

58. What is your current annual contract salary as a teacher for the school year 1970-71 (before deductions)? $____________

59. Below are listed sources of ADDITIONAL INCOME for the year BEGINNING WITH SUMMER 1970 AND ENDING WITH THE LAST SCHOOL MONTH OF 1971. For each that applies indicate the TOTAL amount of INCOME received.

A. Employment during summer of 1970

☐ SCHOOL WORK (e.g., summer-school teaching, school repair jobs) in your own school system: $________

☐ OUTSIDE WORK (e.g., salesman, camp counselor, teaching outside own school system): $________

☐ FEDERAL PROGRAM (e.g., NDEA or NSF institute or fellowships, Project Head Start, Cooperative Research Grant): $______

B. Employment during school year 1970-71

☐ ADDITIONAL PAY (e.g., coaching, music, counseling, publications work in your own school system): $________

☐ SCHOOL WORK OTHER THAN ABOVE (e.g., evening school, driving school bus in your own school system): $________

☐ OUTSIDE WORK (e.g., salesman, cab driver, tutoring outside your own school system): $________

C. Summer 1970 and school year 1970-71

☐ Dividends, rents, interest, royalties, retirement annuity, other than current earnings: $________

60. What is the total annual income of you and your spouse? $______

H. Retrospect and Prospect

61. Suppose you could go back to your college days and START OVER AGAIN; in view of your present knowledge, would you become a teacher? Check ONE.

☐ CERTAINLY WOULD become a teacher
☐ PROBABLY WOULD become a teacher
☐ CHANCES ABOUT EVEN for and against
☐ PROBABLY WOULD NOT become a teacher
☐ CERTAINLY WOULD NOT become a teacher

62. What were you doing DURING THE 1969-70 SCHOOL YEAR (last year) and what do you EXPECT to be doing DURING THE 1971-72 SCHOOL YEAR (next year)? Please check ONE item in EACH column.

	1969-70	1971-72
a. Teaching full time in this school system ...	☐	☐
b. Teaching full time in another school system	☐	☐
c. Attending a college or university full time .	☐	☐
d. In military service	☐	☐
e. Working in a nonteaching occupation	☐	☐
f. Homemaking and/or child-rearing	☐	☐
g. Unemployed and seeking work	☐	☐
h. Retired	☐	☐
i. Other (Please specify.) ____________________	☐	☐

I. Your Professional Satisfactions and Problems

63. What in your present position as a teacher HELPS YOU MOST to render the best service of which you are capable? ____________________

____

64. What in your present position as a teacher HINDERS YOU MOST in rendering the best service of which you are capable? ____________

____

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Q 1971-1:5,000

APPENDIX C – TABULATION OF RESPONSES

This Appendix gives complete tabulations of responses to all questions and parts of questions in accordance with the following criteria:

- For subgroups of fewer than 250 respondents, percentage distribution of responses is not shown.
- For subgroups of fewer than 100 respondents, means and medians are not shown.

In a very few cases, where questions or parts of questions were applicable only to a subgroup of teachers, the total number of respondents was too small to report any data. These questions have been completely omitted, and no tables for them will be found in the Appendix.

1. WHAT IS THE HIGHEST COLLEGE DEGREE YOU HOLD. DO NOT REPORT HONORARY DEGREES

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
NO DEGREE	11	4	7	2	3	2	4	8	3
	.7	.8	.7	.4	.9	.7	1.2	1.0	.4
TWO-YEAR COLLEGE DIPLOMA, DEGREE OR CERTIFICATE	34	7	27	1	7	3	22	29	5
	2.2	1.3	2.7	.2	2.0	1.1	6.5	3.6	.7
BACHELOR'S DEGREE	1,067	288	779	471	216	163	208	601	466
	69.6	54.8	77.4	83.8	62.6	60.4	61.4	74.5	64.2
MASTER'S DEGREE	400	214	186	88	110	97	98	164	236
	26.1	40.7	18.5	15.7	31.9	35.9	28.9	20.3	32.5
EDUCATION SPECIALIST OR PROFESSIONAL DIPLOMA BASED ON 6 YEARS OF COLLEGE STUDY	15	10	5	...	6	3	6	5	10
	1.0	1.9	.5	...	1.7	1.1	1.8	.6	1.4
DOCTOR'S DEGREE	6	3	3	...	3	2	1	...	6
	.4	.6	.3	...	.9	.7	.3	...	.8
TOTAL	1,533	526	1,007	562	345	270	339	807	726
	100.0	100.1	100.1	100.1	100.0	99.9	100.1	100.0	100.0

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTHEAST 3	SOUTHEAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
NO DEGREE	11	3	2	6	...	4	4	3
	.7	.9	.6	1.2	...	.9	.6	.7
TWO-YEAR COLLEGE DIPLOMA, DEGREE OR CERTIFICATE	34	10	4	17	3	2	14	18
	2.2	2.8	1.3	3.4	.8	.5	2.0	4.4
BACHELOR'S DEGREE	1,067	209	240	345	273	286	468	313
	69.6	59.5	77.4	69.3	73.0	66.2	67.9	76.0
MASTER'S DEGREE	400	121	61	124	94	134	190	76
	26.1	34.5	19.7	24.9	25.1	31.0	27.6	18.4
EDUCATION SPECIALIST OR PROFESSIONAL DIPLOMA BASED ON 6 YEARS OF COLLEGE STUDY	15	5	1	6	3	4	9	2
	1.0	1.4	.3	1.2	.8	.9	1.3	.5
DOCTOR'S DEGREE	6	3	2	...	1	2	4	...
	.4	.9	.6	...	.3	.5	.6	...
TOTAL	1,533	351	310	498	374	432	689	412
	100.0	100.0	99.9	100.0	100.0	100.0	100.0	100.0

2. IN WHAT YEAR DID YOU RECEIVE YOUR HIGHEST COLLEGE DEGREE

	TOTAL SAMPLE	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
BEFORE 1946	151 9.9	19 3.6	132 13.2	... ...	... ...	17 6.3	132 39.9	88 11.0	63 8.7
1946 - 1950	84 5.5	23 4.4	61 6.1	... ...	... ...	56 20.7	26 7.9	38 4.8	46 6.4
1951 - 1955	127 8.3	47 8.9	80 8.0	... ...	35 10.1	58 21.5	31 9.4	72 9.0	55 7.6
1956 - 1960	180 11.8	53 10.1	127 12.7	... ...	91 26.4	41 15.2	45 13.6	109 13.6	71 9.8
1961 - 1965	281 18.5	115 21.9	166 16.6	85 15.2	112 32.5	43 15.9	40 12.1	133 16.6	148 20.5
1966 - 1970	631 41.4	243 46.2	388 38.9	462 82.4	89 25.8	46 17.0	31 9.4	314 39.3	317 43.8
1971	24 1.6	15 2.9	9 .9	11 2.0	8 2.3	4 1.5	... ...	9 1.1	15 2.1
LESS THAN BACHELOR'S DEGREE.	45 3.0	11 2.1	34 3.4	3 .5	10 2.9	5 1.9	26 7.9	37 4.6	8 1.1
TOTAL	1,523 100.0	526 100.1	997 99.8	551 100.1	345 100.0	270 100.0	331 100.2	800 100.0	723 100.0
NO RESPONSE	10 .7	... ...	10 1.0	1 .2	... ...	... ...	8 2.4	7 .9	3 .4

	TOTAL SAMPLE	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
BEFORE 1946	151 9.9	35 10.0	36 11.7	49 9.9	31 8.4	35 8.1	76 11.1	40 9.8
1946 - 1950	84 5.5	23 6.6	17 5.5	14 2.8	30 8.1	26 6.0	34 5.0	24 5.9
1951 - 1955	127 8.3	26 7.4	32 10.4	36 7.3	33 8.9	39 9.0	60 8.8	28 6.8
1956 - 1960	180 11.8	29 8.3	43 14.0	53 10.7	55 14.8	51 11.8	82 12.0	47 11.5
1961 - 1965	281 18.5	64 18.3	62 20.1	82 16.6	73 19.7	77 17.9	128 18.7	76 18.6
1966 - 1970	631 41.4	153 43.8	109 35.4	227 45.9	142 38.3	189 43.9	276 40.4	166 40.6
1971	24 1.6	6 1.7	3 1.0	11 2.2	4 1.1	8 1.9	9 1.3	7 1.7
LESS THAN BACHELOR'S DEGREE.	45 3.0	13 3.7	6 1.9	23 4.6	3 .8	6 1.4	18 2.6	21 5.1
TOTAL	1,523 100.0	349 99.8	308 100.0	495 100.0	371 100.1	431 100.0	683 99.9	409 100.0
NO RESPONSE	10 .7	2 [illegible]	2 .6	3 .6	3 .8	1 .2	6 .9	3 .7

3. FOR EACH DEGREE HELD INDICATE THE TYPE OF INSTITUTION FROM WHICH YOU RECEIVED THE DEGREE
A. BACHELOR'S DEGREE

	TOTAL SAMPLE	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
PUBLIC COLLEGE OR UNIVERSITY WITH PROFESSIONAL SCHOOLS	412 28.7	138 27.5	274 29.3	150 27.2	83 25.2	78 30.4	89 31.1	213 28.9	199 28.3
PUBLIC COLLEGE OR UNIVERSITY WITHOUT PROFESSIONAL SCHOOLS	685 47.6	241 48.0	444 47.4	270 49.0	165 50.2	115 44.7	132 46.2	361 49.0	324 46.2
NONPUBLIC COLLEGE OR UNIVERSITY WITH PROFESSIONAL SCHOOLS	108 [illegible]	48 9.6	60 6.4	31 5.6	25 7.6	29 11.3	23 8.0	49 6.7	59 8.4
NONPUBLIC COLLEGE OR UNIVERSITY WITHOUT PROFESSIONAL SCHOOLS	233 16.2	75 14.9	158 16.9	100 18.1	56 17.0	35 13.6	42 14.7	113 15.4	120 17.1
TOTAL	1,438 100.0	502 100.0	936 100.0	551 99.9	329 100.0	257 100.0	286 100.0	736 100.0	702 100.0
NO RESPONSE	95 6.2	24 4.6	71 7.1	11 2.0	16 4.6	13 4.8	53 15.6	71 8.8	24 3.3

3. FOR EACH DEGREE HELD INDICATE THE TYPE OF INSTITUTION FROM WHICH YOU RECEIVED THE DEGREE (Continued)

A. BACHELOR'S DEGREE (Continued)

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
PUBLIC COLLEGE OR UNIVERSITY WITH PROFESSIONAL SCHOOLS	412 28.7	81 24.5	78 27.4	146 31.7	107 29.6	134 32.6	182 28.0	96 25.4
PUBLIC COLLEGE OR UNIVERSITY WITHOUT PROFESSIONAL SCHOOLS	685 47.6	149 45.0	140 49.1	220 47.7	176 48.8	184 44.8	305 47.0	196 51.9
NONPUBLIC COLLEGE OR UNIVERSITY WITH PROFESSIONAL SCHOOLS	108 7.5	44 13.3	19 6.7	22 4.8	23 6.4	34 8.3	51 7.9	23 6.1
NONPUBLIC COLLEGE OR UNIVERSITY WITHOUT PROFESSIONAL SCHOOLS	233 16.2	57 17.2	48 16.8	73 15.8	55 15.2	59 14.4	111 17.1	63 16.7
TOTAL	1,438 100.0	331 100.0	285 100.0	461 100.0	361 100.0	411 100.1	649 100.0	378 100.1
NO RESPONSE	95 6.2	20 5.7	25 8.1	37 7.4	13 3.5	21 4.9	40 5.8	34 8.3

B. MASTER'S DEGREE

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
PUBLIC COLLEGE OR UNIVERSITY WITH PROFESSIONAL SCHOOLS	168 41.0	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
PUBLIC COLLEGE OR UNIVERSITY WITHOUT PROFESSIONAL SCHOOLS	144 35.1	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
NONPUBLIC COLLEGE OR UNIVERSITY WITH PROFESSIONAL SCHOOLS	69 16.8	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
NONPUBLIC COLLEGE OR UNIVERSITY WITHOUT PROFESSIONAL SCHOOLS	29 7.1	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
TOTAL	410 100.0	221 ...	189 ...	87 ...	117 ...	101 ...	98 ...	166 ...	244 ...
NO RESPONSE	1,123 73.3	305 58.0	818 81.2	475 84.5	228 66.1	169 62.6	241 71.1	641 79.4	482 66.4

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
PUBLIC COLLEGE OR UNIVERSITY WITH PROFESSIONAL SCHOOLS	168 41.0	... ...	... ...	... ...	... ...	... ...	... ...	... ...
PUBLIC COLLEGE OR UNIVERSITY WITHOUT PROFESSIONAL SCHOOLS	144 35.1	... ...	... ...	... ...	... ...	... ...	... ...	... ...
NONPUBLIC COLLEGE OR UNIVERSITY WITH PROFESSIONAL SCHOOLS	69 16.8	... ...	... ...	... ...	... ...	... ...	... ...	... ...
NONPUBLIC COLLEGE OR UNIVERSITY WITHOUT PROFESSIONAL SCHOOLS	29 7.1	... ...	... ...	... ...	... ...	... ...	... ...	... ...
TOTAL	410 100.0	126 ...	62 ...	126 ...	96 ...	136 ...	199 ...	75 ...
NO RESPONSE	1,123 73.3	225 64.1	248 80.0	372 74.7	278 74.3	296 68.5	490 71.1	337 81.8

4. IN WHAT CALENDAR YEAR DID YOU BEGIN YOUR FIRST FULL-TIME TEACHING POSITION

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
BEFORE 1946	288 18.9	36 6.9	252 25.2	... ...	... ...	34 12.7	249 73.9	198 24.7	90 12.4
1946 - 1950	82 5.4	29 5.5	53 5.3	... ...	1 .3	60 22.4	20 5.9	39 4.9	43 5.9
1951 - 1955	138 9.0	55 10.5	83 8.3	... ...	49 14.3	72 26.9	15 4.5	78 9.7	60 8.3
1956 - 1960	199 13.0	91 17.3	108 10.8	... ...	135 39.4	40 14.9	22 6.5	96 12.0	103 14.2
1961 - 1965	280 18.4	[illegible] 22.7	161 16.1	104 18.5	113 32.9	34 12.7	26 7.7	119 14.8	161 22.3
1966 - 1970	538 35.3	195 37.1	343 34.3	457 81.5	45 13.1	28 10.4	5 1.5	272 33.9	266 36.8
TOTAL	1,525 100.0	525 100.0	1,000 100.0	561 100.0	343 100.0	268 100.0	337 100.0	802 100.0	723 99.9
NO RESPONSE	8 .5	1 .2	7 .7	1 .2	2 .6	2 .7	2 .6	5 .6	3 .4

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTHEAST 3	SOUTHEAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
BEFORE 1946	288 18.9	52 14.9	62 20.2	108 21.8	66 17.6	47 10.9	142 20.8	99 24.1
1946 - 1950	82 5.4	18 5.2	22 7.2	27 5.4	15 4.0	30 7.0	29 4.2	23 5.6
1951 - 1955	138 9.0	31 8.9	35 11.4	36 7.3	36 9.6	38 8.8	73 10.7	27 6.6
1956 - 1960	199 13.0	47 13.5	33 10.7	55 11.1	64 17.1	73 16.9	84 12.3	42 10.2
1961 - 1965	280 18.4	69 19.8	60 19.5	82 16.5	69 18.4	83 19.3	128 18.7	69 16.8
1966 - 1970	538 35.3	131 37.6	95 30.9	188 37.9	124 33.2	160 37.1	227 33.2	151 36.7
TOTAL	1,525 100.0	348 99.9	307 99.9	496 100.0	374 99.9	431 100.0	683 99.9	411 100.0
NO RESPONSE	8 .5	3 .9	3 1.0	2 .4	... ...	1 .2	6 .9	1 .2

5. HOW MANY YEARS OF FULL-TIME TEACHING EXPERIENCE HAVE YOU COMPLETED, INCLUDING THE CURRENT YEAR

A. TOTAL YEARS OF EXPERIENCE

	TOTAL SAMPLE	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN	WOMEN	LESS THAN 30	30-39	40-49	50 OR MORE	ELEMENTARY	SECONDARY
1	2	3	4	5	6	7	8	9	10
ONE YEAR	139 9.1	51 9.8	88 8.8	116 20.7	14 4.1	8 3.0	... ...	61 7.6	78 10.8
TWO YEARS	117 7.7	35 6.7	82 8.2	102 18.2	5 1.5	7 2.6	3 .9	61 7.6	56 7.7
3 - 4 YEARS	237 15.6	82 15.7	155 15.5	189 33.7	31 9.0	14 5.2	1 .3	131 16.4	106 14.7
5 - 9 YEARS	366 24.0	136 26.0	230 23.0	154 27.5	126 36.6	53 19.6	31 9.3	171 21.4	195 27.0
10 - 14 YEARS	238 15.6	105 20.1	133 13.[illegible]	... ...	134 39.0	62 23.0	37 11.1	114 14.3	124 17.2
15 - 19 YEARS	147 9.7	51 9.8	96 9.6	... ...	33 9.6	72 26.7	40 12.0	83 10.4	64 8.9
20 - 24 YEARS	98 6.4	35 6.7	63 6.3	... ...	1 .3	39 14.4	58 17.5	55 6.9	43 5.9
25 - 34 YEARS	126 8.3	17 3.3	109 10.9	... ...	... ...	15 5.6	107 32.2	86 10.8	40 5.5
35 - 44 YEARS	46 3.0	9 1.7	37 3.7	... ...	... ...	... ...	46 13.9	32 4.0	14 1.9
45 OR MORE YEARS	9 .6	2 .4	7 .7	... ...	... ...	... ...	9 2.7	6 .8	3 .4
TOTAL	1,523 100.0	523 100.2	1,000 100.0	561 100.1	344 100.1	270 100.1	332 99.9	800 100.2	723 100.0
NO RESPONSE	10 .7	3 .6	7 .7	1 .2	1 .3	... ...	7 2.1	7 .9	3 .4
MEAN	11	10	12	3	9	14	24	12	10
MEDIAN	8	8	8	3	9	14	24	8	7
LOW	1	1	1	1	1	1	2	1	1
HIGH	62	53	62	9	20	29	62	62	46
STANDARD ERROR OF THE MEAN .	.3	.4	.3	.1	.2	.4	.6	.4	.3

	TOTAL SAMPLE	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
ONE YEAR	139 9.1	22 6.3	27 8.8	53 10.7	37 9.9	29 6.7	65 9.5	45 11.0
TWO YEARS	117 7.7	23 6.6	19 6.2	43 8.7	32 8.6	28 6.5	52 7.6	37 9.0
3 - 4 YEARS	237 15.6	74 21.2	38 12.4	76 15.4	49 13.1	83 19.3	88 12.9	66 16.1
5 - 9 YEARS	366 24.0	85 24.4	81 26.5	114 23.0	86 23.1	106 24.6	165 24.2	95 23.2
10 - 14 YEARS	238 15.6	63 18.1	37 12.1	65 13.1	73 19.6	80 18.6	106 15.5	52 12.7
15 - 19 YEARS	147 9.7	30 8.6	36 11.8	44 8.9	37 9.9	44 10.2	75 11.0	28 6.8
20 - 24 YEARS	98 6.4	16 4.6	18 5.9	40 8.1	24 6.4	26 6.0	48 7.0	24 5.9
25 - 34 YEARS	126 8.3	24 6.9	36 11.8	40 8.1	26 7.0	22 5.1	59 8.6	45 11.0
35 - 44 YEARS	46 3.0	9 2.6	13 4.2	15 3.0	9 2.4	12 2.8	21 3.1	13 3.2
45 OR MORE YEARS	9 .6	3 .9	1 .3	5 1.0	... ...	1 .2	4 .6	4 1.0
TOTAL	1,523 100.0	349 100.2	306 100.0	495 100.0	373 100.0	431 100.0	683 100.0	409 99.9
NO RESPONSE	10 .7	2 .6	4 1.3	3 .6	1 .3	1 .2	6 .9	3 .7
MEAN	11	10	12	11	11	10	12	11
MEDIAN	8	7	8	7	8	[illegible]	8	7
LOW	1	1	1	1	1	1	1	1
HIGH	62	47	45	62	44	45	53	62
STANDARD ERROR OF THE MEAN .	.3	.5	.6	.5	.5	.4	.4	.5

B. TOTAL YEARS IN PRESENT SCHOOL SYSTEM

	TOTAL SAMPLE	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
ONE YEAR	233 16.5	77 15.7	156 16.9	173 32.3	38 11.9	... ...	6 1.9	115 15.6	118 17.3
TWO YEARS	165 11.7	46 9.3	119 12.9	115 21.5	22 6.9	... ...	7 2.3	84 11.4	81 11.9
3 - 4 YEARS	274 19.4	102 20.7	172 18.6	160 29.9	65 20.4	... ...	20 6.5	141 19.2	133 19.5
5 - 9 YEARS	331 23.4	127 25.8	204 22.1	87 16.3	118 37.1	... ...	65 21.1	170 23.1	161 23.6
10 - 14 YEARS	189 13.3	81 16.5	108 11.7	... ...	63 19.8	... ...	62 20.1	89 12.1	100 14.7
15 - 19 YEARS	99 7.0	28 5.7	71 7.7	... ...	12 3.8	... ...	47 15.3	56 7.6	43 6.3
20 - 24 YEARS	48 3.4	15 3.0	33 3.6	... ...	... ...	... ...	33 10.7	29 3.9	19 2.8
25 - 34 YEARS	54 3.8	10 2.0	44 4.8	... ...	... ...	... ...	45 14.6	37 5.0	17 2.5
35 - 44 YEARS	19 1.3	5 1.0	14 1.5	... ...	... ...	... ...	19 6.2	10 1.4	9 1.3
45 OR MORE YEARS	4 .3	1 .2	3 .3	... ...	... ...	... ...	4 1.3	4 .5	... ...
TOTAL	1,416 100.1	492 99.9	924 100.1	535 100.0	318 99.9	239 ...	308 100.0	735 99.8	681 99.9
NO RESPONSE	117 7.6	34 6.5	83 8.2	27 4.8	27 7.8	31 11.5	31 9.1	72 8.9	45 6.2
MEAN	8	7	8	3	6	10	16	8	7
MEDIAN	5	5	5	2	6	10	14	5	5
LOW	1	1	1	1	1	1	1	1	1
HIGH	61	53	61	9	18	27	61	61	44
STANDARD ERROR OF THE MEAN	.2	.3	.3	.1	.2	.4	.6	.3	.3

	TOTAL SAMPLE	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	2	NORTHEAST 3	SOUTHEAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
ONE YEAR	233 16.5	47 14.5	46 16.3	86 18.6	54 15.6	48 12.2	104 16.1	81 21.5
TWO YEARS	165 11.7	24 7.4	32 11.3	65 14.0	44 12.7	37 9.4	74 11.5	54 14.3
3 - 4 YEARS	274 19.4	76 23.4	46 16.3	86 18.6	66 19.1	89 22.6	118 18.3	67 17.8
5 - 9 YEARS	331 23.4	85 26.2	68 24.1	104 22.5	74 21.4	96 24.4	155 24.0	80 21.2
10 - 14 YEARS	189 13.3	39 12.0	34 12.1	58 12.5	58 16.8	64 16.2	87 13.5	38 10.1
15 - 19 YEARS	99 7.0	22 6.8	21 7.4	31 6.7	25 7.2	26 6.6	49 7.6	24 6.4
20 - 24 YEARS	48 3.4	9 2.8	12 4.3	13 2.8	14 4.0	15 3.8	21 3.3	12 3.2
25 - 34 YEARS	54 3.8	15 4.6	17 6.0	13 2.8	9 2.6	13 3.3	27 4.2	14 3.7
35 - 44 YEARS	19 1.3	6 1.8	6 2.1	5 1.1	2 .6	6 1.5	7 1.1	6 1.6
45 OR MORE YEARS	4 .3	2 .6	... ...	2 .4	... ...	... ...	3 .5	1 .3
TOTAL	1,416 100.1	325 100.1	282 99.9	463 100.0	346 100.0	394 100.0	645 100.1	377 100.1
NO RESPONSE	117 7.6	26 7.4	28 9.0	35 7.0	28 7.5	38 8.8	44 6.4	35 8.5
MEAN	8	8	9	7	7	8	8	7
MEDIAN	5	5	5	4	5	5	5	4
LOW	1	1	1	1	1	1	1	1
HIGH	61	47	42	61	41	42	53	61
STANDARD ERROR OF THE MEAN	.2	.5	.5	.4	.4	.4	.3	.4

6A. SINCE YOU BEGAN TEACHING, HAVE YOU TAUGHT FULL-TIME IN SCHOOL SYSTEMS OTHER THAN THE ONE IN WHICH YOU NOW TEACH

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
YES, IN OTHER SCHOOL SYSTEMS IN THE STATE IN WHICH I NOW TEACH	461	145	316	99	125	89	144	247	214
	31.6	28.7	33.1	17.8	37.8	35.6	46.8	32.6	30.5
YES, IN OTHER SCHOOL SYSTEMS IN ANOTHER STATE	188	57	131	53	55	38	39	101	87
	12.9	11.3	13.7	9.5	16.6	15.2	12.7	13.3	12.4
YES FOR BOTH	102	29	73	12	30	16	41	52	50
	7.0	5.7	7.6	2.2	9.1	6.4	13.3	6.9	7.1
NO	709	274	435	392	121	107	84	358	351
	48.6	54.3	45.5	70.5	36.6	42.8	27.3	47.2	50.0
TOTAL	1,460	505	955	556	331	250	308	758	702
	100.1	100.0	99.9	100.0	100.1	100.0	100.1	100.0	100.0
NO RESPONSE	73	21	52	6	14	20	31	49	24
	4.8	4.0	5.2	1.1	4.1	7.4	9.1	6.1	3.3

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
YES, IN OTHER SCHOOL SYSTEMS IN THE STATE IN WHICH I NOW TEACH	461	90	81	184	106	80	202	179
	31.6	26.4	27.9	38.8	29.9	19.1	31.0	45.9
YES, IN OTHER SCHOOL SYSTEMS IN ANOTHER STATE	188	39	47	54	48	67	84	37
	12.9	11.4	16.2	11.4	13.5	16.0	12.9	9.5
YES FOR BOTH	102	16	25	33	28	25	53	24
	7.0	4.7	8.6	7.0	7.9	6.0	8.1	6.2
NO	709	196	137	203	173	247	312	150
	48.6	57.5	47.2	42.8	48.7	58.9	47.9	38.5
TOTAL	1,460	341	290	474	355	419	651	390
	100.1	100.0	99.9	100.0	100.0	100.0	99.9	100.1
NO RESPONSE	73	10	20	24	19	13	38	22
	4.8	2.8	6.5	4.8	5.1	3.0	5.5	5.3

6B.--IF YES, IN HOW MANY OTHER SCHOOL SYSTEMS HAVE YOU TAUGHT IN THE STATE YOU NOW TEACH

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
1 SCHOOL SYSTEM	331	...	217	...	...	...	...	173	158
	58.8	...	55.8	...	...	...	...	57.9	59.8
2 SCHOOL SYSTEMS	130	...	91	...	...	...	...	63	67
	23.1	...	23.4	...	...	...	...	21.1	25.4
3 SCHOOL SYSTEMS	57	...	47	...	...	...	...	35	22
	10.1	...	12.1	...	...	...	...	11.7	8.3
4 SCHOOL SYSTEMS	24	...	16	...	...	...	...	12	12
	4.3	...	4.1	...	...	...	...	4.0	4.5
5 SCHOOL SYSTEMS	7	...	5	...	...	...	...	5	2
	1.2	...	1.3	...	...	...	...	1.7	.8
6 OR MORE SCHOOL SYSTEMS ...	14	...	13	...	...	...	...	11	3
	2.5	...	3.3	...	...	...	...	3.7	1.1
TOTAL	563	174	389	111	155	105	185	299	264
	100.0	...	100.0	...	...	...	...	...	...
NO RESPONSE	970	352	618	451	190	165	154	508	462
	63.3	66.9	61.4	80.2	55.1	61.1	45.4	62.9	63.6
MEAN	2	2	2	1	2	2	2	2	2
MEDIAN	1	1	1	1	1	1	2	1	1
LOW	1	1	1	1	1	1	1	1	1
HIGH	15	10	15	3	11	10	15	15	11
STANDARD ERROR OF THE MEAN .	.1	.1	.1	.0	.1	.1	.1	.1	.1

6B.--IF YES, IN HOW MANY OTHER SCHOOL SYSTEMS HAVE YOU TAUGHT IN THE STATE YOU NOW TEACH (Continued)

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
	TOTAL SAMPLE	NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
1 SCHOOL SYSTEM	331	...	...	...	...	...	151	...
	58.8	...	...	...	...	...	59.2	...
2 SCHOOL SYSTEMS	130	...	...	...	...	...	62	...
	23.1	...	...	...	...	...	24.3	...
3 SCHOOL SYSTEMS	57	...	...	...	...	...	24	...
	10.1	...	...	...	...	...	9.4	...
4 SCHOOL SYSTEMS	24	...	...	...	...	...	12	...
	4.3	...	...	...	...	...	4.7	...
5 SCHOOL SYSTEMS	7	...	...	...	...	...	2	...
	1.2	...	...	...	...	...	.8	...
6 OR MORE SCHOOL SYSTEMS ...	14	...	...	...	...	...	4	...
	2.5	...	...	...	...	...	1.6	...
TOTAL	563	106	106	217	134	105	255	203
	100.0	...	...	...	...	...	100.0	...
NO RESPONSE	970	245	204	281	240	327	434	209
	63.3	69.8	65.8	56.4	64.2	75.7	63.0	50.7
MEAN	2	1	2	2	2	1	2	2
MEDIAN	1	1	1	1	1	1	1	1
LOW	1	1	1	1	1	1	1	1
HIGH	15	4	10	15	10	5	10	15
STANDARD ERROR OF THE MEAN .	.1	.1	.1	.1	.1	.1	.1	.1

6C. IF YES, IN HOW MANY OTHER SCHOOL SYSTEMS HAVE YOU TAUGHT IN ANOTHER STATE

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
	TOTAL SAMPLE	MEN	WOMEN	LESS THAN 30	30-39	40-49	50 OR MORE	ELEMEN-TARY	SECON-DARY
1	2	3	4	5	6	7	8	9	10
1 SCHOOL SYSTEM	187	...	...	...	...	...	...	...	...
	64.5	...	...	...	...	...	...	...	...
2 SCHOOL SYSTEMS	67	...	...	...	...	...	...	...	...
	23.1	...	...	...	...	...	...	...	...
3 SCHOOL SYSTEMS	23	...	...	...	...	...	...	...	...
	7.9	...	...	...	...	...	...	...	...
4 SCHOOL SYSTEMS	8	...	...	...	...	...	...	...	...
	2.8	...	...	...	...	...	...	...	...
5 SCHOOL SYSTEMS	2	...	...	...	...	...	...	...	...
	.7	...	...	...	...	...	...	...	...
6 OR MORE SCHOOL SYSTEMS ...	3	...	...	...	...	...	...	...	...
	1.0	...	...	...	...	...	...	...	...
TOTAL	290	86	204	65	85	54	80	153	137
	100.0	...	...	...	...	...	...	...	...
NO RESPONSE	1,243	440	803	497	260	216	259	654	589
	81.1	83.7	79.7	88.4	75.4	80.0	76.4	81.0	81.1
MEAN	2	...	2	...	...	...	...	2	2
MEDIAN	1	...	1	...	...	...	...	1	1
LOW	1	...	1	...	...	...	...	1	1
HIGH	11	...	8	...	...	...	...	8	11
STANDARD ERROR OF THE MEAN .	.1	...	.1	...	...	...	...	.1	.1

6C. IF YES, IN HOW MANY OTHER SCHOOL SYSTEMS HAVE YOU TAUGHT IN ANOTHER STATE (Continued)

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
1 SCHOOL SYSTEM	187 64.5	... ...	... ...	... ...	... ...	... ...	... ...	... ...
2 SCHOOL SYSTEMS	67 23.1	... ...	... ...	... ...	... ...	... ...	... ...	... ...
3 SCHOOL SYSTEMS	23 7.9	... ...	... ...	... ...	... ...	... ...	... ...	... ...
4 SCHOOL SYSTEMS	8 2.8	... ...	... ...	... ...	... ...	... ...	... ...	... ...
5 SCHOOL SYSTEMS	2 .7	... ...	... ...	... ...	... ...	... ...	... ...	... ...
6 OR MORE SCHOOL SYSTEMS ...	3 1.0	... ...	... ...	... ...	... ...	... ...	... ...	... ...
TOTAL	290 100.0	55 ...	72 ...	87 ...	76 ...	92 ...	137 ...	61 ...
NO RESPONSE	1,243 81.1	296 84.3	238 76.8	411 82.5	298 79.7	340 78.7	552 80.1	351 85.2
MEAN	2	..	...	...	...	...	2	...
MEDIAN	1	...	...	...	...	...	1	...
LOW	1	...	...	...	...	...	1	...
HIGH	11	...	...	...	...	...	11	...
STANDARD ERROR OF THE MEAN .	.1	...	...	...	...	...	.1	...

7A. IF YOU HAVE BEEN EMPLOYED IN PUBLIC EDUCATION OUTSIDE THE STATE IN WHICH YOU ARE CURRENTLY EMPLOYED, HAVE YOU LOST RETIREMENT CREDIT FOR THIS OUTSIDE SERVICE

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
YES	174 60.6	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
NO	66 23.0	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
DON'T KNOW	47 16.4	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
TOTAL	287 100.0	86 ...	201 ...	64 ...	85 ...	54 ...	78 ...	151 ...	136 ...
NO RESPONSE	1,246 81.3	440 83.7	806 80.0	498 88.6	260 75.4	216 80.0	261 77.0	656 81.3	590 81.3

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
YES	174 60.6	... ...	... ...	... ...	... ...	... ...	... ...	... ...
NO	66 23.0	... ...	... ...	... ...	... ...	... ...	... ...	... ...
DON'T KNOW	47 16.4	... ...	... ...	... ...	... ...	... ...	... ...	... ...
TOTAL	287 100.0	55 ...	72 ...	85 ...	75 ...	92 ...	135 ...	60 ...
NO RESPONSE	1,246 81.3	296 84.3	238 76.8	413 82.9	299 79.9	340 78.7	554 80.4	352 85.4

8. HAS THERE BEEN A BREAK OF AS MUCH AS ONE YEAR IN YOUR FULL-TIME TEACHING SERVICE. IF SO, HOW MANY SUCH BREAKS. DISREGARD BREAKS OF LESS THAN ONE FULL SCHOOL YEAR

				AGE IN YEARS				EMPLOYMENT STATUS	
	TOTAL SAMPLE	SEX							
		MEN	WOMEN	LESS THAN 30	30-39	40-49	50 OR MORE	ELEMEN-TARY	SECON-DARY
1	2	3	4	5	6	7	8	9	10
NO BREAK	1,014	417	597	510	225	152	117	486	528
	66.4	79.4	59.6	90.7	65.2	56.5	35.0	60.5	73.0
1 BREAK	366	89	277	50	86	78	147	225	141
	24.0	17.0	27.7	8.9	24.9	29.0	44.0	28.0	19.5
2 BREAKS	110	16	94	2	29	27	52	67	43
	7.2	3.0	9.4	.4	8.4	10.0	15.6	8.3	5.9
3 BREAKS	30	3	27	...	5	9	15	19	11
	2.0	.6	2.7	...	1.4	3.3	4.5	2.4	1.5
4 OR MORE BREAKS	6	...	6	...	...	3	3	6	...
	.4	...	.6	...	...	1.1	.9	.7	...
TOTAL	1,526	525	1,001	562	345	269	334	803	723
	100.0	100.0	100.0	100.0	99.9	99.9	100.0	99.9	99.9
NO RESPONSE	7	1	6	...	...	1	5	4	3
	.5	.2	.6	...	...	.4	1.5	.5	.4
MEAN	0	0	1	0	0	1	1	1	0
MEDIAN	0	0	0	0	0	0	1	0	0
LOW	0	0	0	0	0	0	0	0	0
HIGH	5	3	5	2	3	5	4	5	3
STANDARD ERROR OF THE MEAN .	.0	.0	.0	.0	.0	.1	.0	.0	.0

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
	TOTAL SAMPLE	NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
NO BREAK	1,014	255	205	315	239	318	448	248
	66.4	72.6	66.3	63.6	64.4	73.6	65.5	60.5
1 BREAK	366	79	76	123	88	85	170	111
	24.0	22.5	24.6	24.9	23.7	19.7	24.9	27.1
2 BREAKS	110	12	24	43	31	16	54	40
	7.2	3.4	7.8	8.7	8.4	3.7	7.9	9.8
3 BREAKS	30	3	4	10	13	11	10	9
	2.0	.9	1.3	2.0	3.5	2.5	1.5	2.2
4 OR MORE BREAKS	6	2	...	4	...	2	2	2
	.4	.6	...	.8	...	.5	.3	.5
TOTAL	1,526	351	309	495	371	432	684	410
	100.0	100.0	100.0	99.9	100.0	100.0	100.1	100.1
NO RESPONSE	7	...	1	3	3	...	5	2
	.5	...	.3	.6	.8	...	.7	.5
MEAN	0	0	0	1	1	0	0	1
MEDIAN	0	0	0	0	0	0	0	0
LOW	0	0	0	0	0	0	0	0
HIGH	5	4	3	5	3	4	4	5
STANDARD ERROR OF THE MEAN .	.0	.0	.0	.0	.0	.0	.0	.0

9. IF THERE HAS BEEN A BREAK OF MORE THAN ONE FULL YEAR IN YOUR TEACHING SERVICE, WHAT WAS YOUR PRIMARY REASON FOR TEMPORARILY NOT TEACHING. IF THERE HAS BEEN MORE THAN ONE BREAK, ANSWER FOR THE MOST RECENT ONE

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
MARRIAGE OR FULL-TIME HOMEMAKING	98 6.4	1 .2	97 9.7	1 .2	9 2.6	17 6.3	70 21.0	71 8.8	27 3.7
MATERNITY OR CHILD REARING .	190 12.5	1 .2	189 18.9	15 2.7	58 16.8	46 17.1	69 20.7	140 17.4	50 6.9
SPOUSE'S WORK TOOK US TO ANOTHER COMMUNITY	14 .9	... ...	14 1.4	3 .5	2 .6	6 2.2	3 .9	9 1.1	5 .7
FURTHER STUDY	57 3.7	30 5.7	27 2.7	13 2.3	16 4.6	12 4.5	14 4.2	25 3.1	32 4.4
EMPLOYMENT IN POSITION OUTSIDE EDUCATION	53 3.5	36 6.9	17 1.7	2 .4	13 3.8	16 5.9	22 6.6	17 2.1	36 5.0
EMPLOYMENT IN ANOTHER EDUCATIONAL POSITION	7 .5	1 .2	6 .6	2 .4	2 .6	2 .7	1 .3	5 .6	2 .3
MILITARY SERVICE	28 1.8	25 4.8	3 .3	3 .5	5 1.4	6 2.2	14 4.2	7 .9	21 2.9
ILL HEALTH	7 .5	1 .2	6 .6	... ...	1 .3	4 1.5	2 .6	6 .7	1 .1
TIRED OF TEACHING AND WANTED A REST	8 .5	3 .6	5 .5	... ...	1 .3	2 .7	4 1.2	5 .6	3 .4
DISMISSAL OR FORCED RESIGNATION	5 .3	1 .2	4 .4	2 .4	1 .3	1 .4	1 .3	3 .4	2 .3
OTHER	11 .7	3 .6	8 .8	2 .4	2 .6	1 .4	6 1.8	4 .5	7 1.0
NOT REPLIED	34 2.2	6 1.1	28 2.8	9 1.6	10 2.9	4 1.5	11 3.3	25 3.1	9 1.2
NOT APPLICABLE	1,014 66.4	417 79.4	597 59.6	510 90.7	225 65.2	152 56.5	117 35.0	486 60.5	528 73.0
TOTAL	1,526 99.9	525 100.1	1,001 100.0	562 100.1	345 100.0	269 99.9	334 100.1	803 99.8	723 99.9
NO RESPONSE	7 .5	1 .2	6 .6	... ...	... ...	1 .4	5 1.5	4 .5	3 .4

9. IF THERE HAS BEEN A BREAK OF MORE THAN ONE FULL YEAR IN YOUR TEACHING SERVICE, WHAT WAS YOUR PRIMARY REASON FOR TEMPORARILY NOT TEACHING. IF THERE HAS BEEN MORE THAN ONE BREAK, ANSWER FOR THE MOST RECENT ONE (Continued)

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
MARRIAGE OR FULL-TIME HOMEMAKING	98 6.4	16 4.6	20 6.5	43 8.7	19 5.1	14 3.2	44 6.4	40 9.8
MATERNITY OR CHILD REARING .	190 12.5	43 12.3	40 12.9	57 11.5	50 13.5	42 9.7	92 13.5	56 13.7
SPOUSE'S WORK TOOK US TO ANOTHER COMMUNITY	14 .9	2 .6	3 1.0	5 1.0	4 1.1	... ...	9 1.3	5 1.2
FURTHER STUDY	57 3.7	7 2.0	11 3.6	25 5.1	14 3.8	16 3.7	26 3.8	15 3.7
EMPLOYMENT IN POSITION OUTSIDE EDUCATION	53 3.5	8 2.3	12 3.9	18 3.6	15 4.0	16 3.7	25 3.7	12 2.9
EMPLOYMENT IN ANOTHER EDUCATIONAL POSITION	7 .5	... ...	1 .3	2 .4	4 1.1	3 .7	2 .3	2 .5
MILITARY SERVICE	28 1.8	9 2.6	3 1.0	8 1.6	8 2.2	5 1.2	16 2.3	7 1.7
ILL HEALTH	7 .5	... ...	3 1.0	2 .4	2 .5	3 .7	2 .3	2 .5
TIRED OF TEACHING AND WANTED A REST	8 .5	2 .6	1 .3	5 1.0	... ...	3 .7	1 .1	4 1.0
DISMISSAL OR FORCED RESIGNATION	5 .3	1 .3	1 .3	... ...	3 .8	1 .2	2 .3	2 .5
OTHER	11 .7	2 .6	1 .3	3 .6	5 1.3	3 .7	4 .6	4 1.0
NOT REPLIED	34 2.2	6 1.7	8 2.6	12 2.4	8 2.2	8 1.9	13 1.9	13 3.2
NOT APPLICABLE	1,014 66.4	255 72.6	205 66.3	315 63.6	239 64.4	318 73.6	448 65.5	248 60.5
TOTAL	1,526 99.9	351 100.2	309 100.0	495 99.9	371 100.0	432 100.0	684 100.0	410 100.2
NO RESPONSE	7 .5	... ...	1 .3	3 .6	3 .8	... ...	5 .7	2 .5

10. HOW MANY CLASSROOM TEACHERS ARE THERE IN YOUR SCHOOL. (INCLUDE YOURSELF AND ALL FULL-TIME PERSONS HALF OR MORE OF WHOSE WORK LOAD IS CLASSROOM TEACHING.)

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
LESS THAN 5	14	4	10	...	5	4	5	13	1
	.9	.8	1.0	...	1.5	1.5	1.5	1.6	.1
5 - 9	60	12	48	25	10	6	18	54	6
	3.9	2.3	4.8	4.5	2.9	2.2	5.3	6.8	.8
10 - 14	134	27	107	47	24	23	38	116	18
	8.8	5.2	10.7	8.4	7.0	8.6	11.3	14.5	2.5
15 - 19	167	38	129	59	28	31	48	133	34
	11.0	7.3	12.9	10.6	8.1	11.6	14.2	16.6	4.7
20 - 24	192	45	147	75	43	28	44	155	37
	12.6	8.6	14.7	13.5	12.5	10.5	13.1	19.4	5.1
25 - 29	133	38	95	48	33	24	26	99	34
	8.7	7.3	9.5	8.6	9.6	9.0	7.7	12.4	4.7
30 - 34	142	47	95	46	36	25	33	82	60
	9.3	9.0	9.5	8.3	10.5	9.4	9.8	10.3	8.3
35 - 39	94	39	55	39	19	15	21	39	55
	6.2	7.5	5.5	7.0	5.5	5.6	6.2	4.9	7.6
40 - 44	94	38	56	39	20	19	14	35	59
	6.2	7.3	5.6	7.0	5.8	7.1	4.2	4.4	8.2
45 - 49	61	30	31	22	22	7	9	17	44
	4.0	5.7	3.1	3.9	6.4	2.6	2.7	2.1	6.1
50 - 54	68	28	40	33	9	12	12	18	50
	4.5	5.4	4.0	5.9	2.6	4.5	3.6	2.3	6.9
55 - 59	38	15	23	16	10	5	7	8	30
	2.5	2.9	2.3	2.9	2.9	1.9	2.1	1.0	4.1
60 - 64	40	19	21	18	6	6	10	8	32
	2.6	3.6	2.1	3.2	1.7	2.2	3.0	1.0	4.4
65 - 69	30	14	16	9	9	6	6	4	26
	2.0	2.7	1.6	1.6	2.6	2.2	1.8	.5	3.6
70 - 79	61	29	32	24	16	11	9	7	54
	4.0	5.6	3.2	4.3	4.7	4.1	2.7	.9	7.5
80 - 89	41	22	19	10	11	12	8	5	36
	2.7	4.2	1.9	1.8	3.2	4.5	2.4	.6	5.0
90 - 99	37	17	20	7	9	10	11	2	35
	2.4	3.3	2.0	1.3	2.6	3.7	3.3	.3	4.8
100 - 109	43	22	21	18	11	12	2	2	41
	2.8	4.2	2.1	3.2	3.2	4.5	.6	.3	5.7
110 - 119	19	9	10	5	5	4	4	1	18
	1.2	1.7	1.0	.9	1.5	1.5	1.2	.1	2.5
120 OR MORE	54	29	25	17	18	7	12	1	53
	3.5	5.6	2.5	3.1	5.2	2.6	3.6	.1	7.3
TOTAL	1,522	522	1,000	557	344	267	337	799	723
	99.8	100.2	100.0	100.0	100.0	99.8	100.3	100.1	99.9
NO RESPONSE	11	4	7	5	1	3	2	8	3
	.7	.8	.7	.9	.3	1.1	.6	1.0	.4
MEAN	42	51	37	41	46	44	38	25	61
MEDIAN	31	40	27	31	33	32	26	22	50
LOW	2	2	2	5	2	2	2	2	2
HIGH	250	248	250	250	225	195	248	147	250
STANDARD ERROR OF THE MEAN .	.9	1.6	1.0	1.4	2.0	2.1	1.9	.5	1.5

10. HOW MANY CLASSROOM TEACHERS ARE THERE IN YOUR SCHOOL. (INCLUDE YOURSELF AND ALL FULL-TIME PERSONS HALF OR MORE OF WHOSE WORK LOAD IS CLASSROOM TEACHING.) (Continued)

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
	TOTAL SAMPLE	NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
LESS THAN 5	14 .9	1 .3	2 .6	5 1.0	6 1.6	1 .2	3 .4	10 2.4
5 - 9	60 3.9	16 4.6	7 2.3	27 5.5	10 2.7	6 1.4	25 3.6	29 7.0
10 - 14	134 8.8	30 8.6	29 9.4	43 8.7	32 8.6	19 4.5	62 9.0	53 12.9
15 - 19	167 11.0	23 6.6	42 13.6	62 12.6	40 10.8	30 7.1	74 10.8	63 15.3
20 - 24	192 12.6	36 10.3	39 12.7	63 12.8	54 14.6	57 13.5	99 14.4	36 8.7
25 - 29	133 8.7	16 4.6	40 13.0	45 9.1	32 8.6	39 9.2	56 8.1	38 9.2
30 - 34	142 9.3	34 9.7	31 10.1	50 10.1	27 7.3	37 8.8	58 8.4	47 11.4
35 - 39	94 6.2	20 5.7	22 7.1	33 6.7	19 5.1	22 5.2	36 5.2	36 8.7
40 - 44	94 6.2	21 6.0	21 6.8	19 3.9	33 8.9	31 7.3	44 6.4	19 4.6
45 - 49	61 4.0	13 3.7	11 3.6	25 5.1	12 3.2	18 4.3	26 3.8	17 4.1
50 - 54	68 4.5	23 6.6	14 4.5	22 4.5	9 2.4	14 3.3	38 5.5	16 3.9
55 - 59	38 2.5	14 4.0	6 1.9	12 2.4	6 1.6	12 2.8	18 2.6	8 1.9
60 - 64	40 2.6	11 3.1	9 2.9	11 2.2	9 2.4	18 4.3	17 2.5	5 1.2
65 - 69	30 2.0	10 2.9	3 1.0	8 1.6	9 2.4	11 2.6	14 2.0	5 1.2
70 - 79	61 4.0	21 6.0	8 2.6	13 2.6	19 5.1	26 6.2	29 4.2	6 1.5
80 - 89	41 2.7	9 2.6	6 1.9	12 2.4	14 3.8	10 2.4	23 3.3	8 1.9
90 - 99	37 2.4	9 2.6	6 1.9	10 2.0	12 3.2	16 3.8	15 2.2	6 1.5
100 - 109	43 2.8	14 4.0	6 1.9	7 1.4	16 4.3	20 4.7	18 2.6	5 1.2
110 - 119	19 1.2	6 1.7	2 .6	8 1.6	3 .8	9 2.1	9 1.3	1 .2
120 OR MORE	54 3.5	23 6.6	4 1.3	18 3.7	9 2.4	26 6.2	24 3.5	4 1.0
TOTAL	1,522 99.8	350 100.2	308 99.7	493 99.9	371 99.8	422 99.9	688 99.8	412 99.8
NO RESPONSE	11 .7	1 .3	2 .6	5 1.0	3 .8	10 2.3	1 .1	... ...
MEAN	42	51	36	40	42	52	42	31
MEDIAN	31	39	29	30	32	40	30	26
LOW	2	3	2	2	2	2	4	2
HIGH	250	250	175	248	175	250	225	150
STANDARD ERROR OF THE MEAN	.9	2.2	1.4	1.6	1.6	2.0	1.3	1.2

11. HOW MANY OTHER FULL-TIME PROFESSIONAL STAFF MEMBERS (COUNSELORS, NURSES, LIBRARIANS, ADMINISTRATORS) ARE THERE IN YOUR SCHOOL

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
	TOTAL SAMPLE	MEN	WOMEN	LESS THAN 30	30-39	40-49	50 OR MORE	ELEMEN-TARY	SECON-DARY
1	2	3	4	5	6	7	8	9	10
ONE	116	24	92	42	30	...	24	104	12
	8.7	5.0	10.6	8.5	9.8	...	8.2	15.5	1.8
TWO	151	29	122	51	33	...	45	126	25
	11.3	6.1	14.1	10.3	10.8	...	15.4	18.8	3.7
THREE	142	41	101	51	27	...	35	104	38
	10.6	8.6	11.7	10.3	8.8	...	11.9	15.5	5.7
FOUR	146	54	92	51	28	...	41	95	51
	10.9	11.3	10.6	10.3	9.2	...	14.0	14.2	7.6
5 - 9	508	197	311	198	125	...	98	202	306
	37.9	41.4	36.0	39.8	40.8	...	33.4	30.1	45.7
10 - 14	164	72	92	69	33	...	25	32	132
	12.2	15.1	10.6	13.9	10.8	...	8.5	4.8	19.7
15 - 19	52	26	26	12	16	...	13	6	46
	3.9	5.5	3.0	2.4	5.2	...	4.4	.9	6.9
20 - 24	34	15	19	16	6	...	8	2	32
	2.5	3.2	2.2	3.2	2.0	...	2.7	.3	4.8
25 OR MORE	27	18	9	7	8	...	4	...	27
	2.0	3.8	1.0	1.4	2.6	...	1.4	...	4.0
TOTAL	1,340	476	864	497	306	230	293	671	669
	100.0	100.0	99.8	100.1	100.0	...	99.9	100.1	99.9
NO RESPONSE	193	50	143	65	39	40	46	136	57
	12.6	9.5	14.2	11.6	11.3	14.8	13.6	16.9	7.9
MEAN	7	8	6	7	7	7	6	4	9
MEDIAN	5	6	5	5	5	6	5	4	7
LOW	1	1	1	1	1	1	1	1	1
HIGH	47	40	47	40	47	40	40	20	47
STANDARD ERROR OF THE MEAN	.2	.3	.2	.2	.3	.4	.3	.1	.3

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
	TOTAL SAMPLE	NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
ONE	116	19	19	41	37	21	59	36
	8.7	6.4	6.9	9.4	11.3	5.4	9.9	10.1
TWO	151	15	56	50	30	38	64	49
	11.3	5.0	20.3	11.4	9.1	9.8	10.7	13.8
THREE	142	16	38	56	32	39	57	46
	10.6	5.4	13.8	12.8	9.8	10.1	9.5	12.9
FOUR	146	34	26	47	39	43	60	43
	10.9	11.4	9.4	10.8	11.9	11.1	10.1	12.1
5 - 9	508	123	106	166	113	144	216	148
	37.9	41.1	38.4	38.0	34.5	37.2	36.2	41.6
10 - 14	164	47	21	45	51	55	82	27
	12.2	15.7	7.6	10.3	15.5	14.2	13.7	7.6
15 - 19	52	18	5	13	16	23	25	4
	3.9	6.0	1.8	3.0	4.9	5.9	4.2	1.1
20 - 24	34	14	5	9	6	11	21	2
	2.5	4.7	1.8	2.1	1.8	2.8	3.5	.6
25 OR MORE	27	13	...	10	4	13	13	1
	2.0	4.3	...	2.3	1.2	3.4	2.2	.3
TOTAL	1,340	299	276	437	328	387	597	356
	100.0	100.0	100.0	100.1	100.0	99.9	100.0	100.1
NO RESPONSE	193	52	34	61	46	45	92	56
	12.6	14.8	11.0	12.2	12.3	10.4	13.4	13.6
MEAN	7	8	5	6	7	8	7	5
MEDIAN	5	6	4	5	5	6	5	5
LOW	1	1	1	1	1	1	1	1
HIGH	47	40	20	40	47	47	40	40
STANDARD ERROR OF THE MEAN	.2	.4	.2	.3	.3	.3	.2	.2

12. WHAT GRADES ARE YOU TEACHING THIS YEAR

	TOTAL SAMPLE	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
PRE-KINDERGARTEN	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
KINDERGARTEN	42 2.7	... ...	42 4.2	16 2.9	13 3.8	5 1.9	8 2.4	42 5.2	... ...
GRADE 1	104 6.8	... ...	104 10.4	36 6.4	16 4.7	15 5.6	37 11.0	104 12.9	... ...
GRADE 2	104 6.8	2 .4	102 10.2	35 6.2	21 6.1	17 6.3	30 8.9	104 12.9	... ...
GRADE 3	86 5.6	1 .2	85 8.5	28 5.0	12 3.5	21 7.8	24 7.1	86 10.7	... ...
GRADE 4	91 6.0	12 2.3	79 7.9	34 6.1	18 5.2	11 4.1	28 8.3	91 11.3	... ...
GRADE 5	71 4.6	22 4.2	49 4.9	23 4.1	15 4.4	12 4.5	19 5.6	71 8.8	... ...
GRADE 6	94 6.2	34 6.5	60 6.0	36 6.4	19 5.5	15 5.6	24 7.1	94 11.7	... ...
GRADE 7	42 2.7	17 3.2	25 2.5	21 3.7	8 2.3	7 2.6	5 1.5	10 1.2	32 4.4
GRADE 8	44 2.9	21 4.0	23 2.3	17 3.0	8 2.3	9 3.3	8 2.4	15 1.9	29 4.0
GRADE 9	39 2.6	27 5.2	12 1.2	21 3.7	7 2.0	5 1.9	5 1.5	... ...	39 5.4
GRADE 10	15 1.0	10 1.9	5 .5	8 1.4	2 .6	3 1.1	1 .3	... ...	15 2.1
GRADE 11	11 .7	2 .4	9 .9	5 .9	3 .9	1 .4	2 .6	... ...	11 1.5
GRADE 12	26 1.7	17 3.2	9 .9	3 .5	4 1.2	9 3.3	10 3.0	... ...	26 3.6
MORE THAN ONE GRADE - ELEMENTARY	173 11.3	47 9.0	126 12.5	56 10.0	37 10.8	37 13.8	38 11.3	173 21.5	... ...
MORE THAN ONE GRADE - JUNIOR HIGH	166 10.9	86 16.4	80 8.0	69 12.3	36 10.5	32 11.9	28 8.3	... ...	166 23.0
MORE THAN ONE GRADE - SENIOR HIGH (3 YEAR OR 4 YEAR)	335 21.9	182 34.7	153 15.2	115 20.5	101 29.4	60 22.3	59 17.5	... ...	335 46.3
MORE THAN ONE GRADE - JUNIOR-SENIOR HIGH	53 3.5	31 5.9	22 2.2	24 4.3	14 4.1	8 3.0	6 1.8	... ...	53 7.3
SPECIAL EDUCATION	15 1.0	3 .6	12 1.2	7 1.2	4 1.2	1 .4	3 .9	15 1.9	... ...
ELEMENTARY - SECONDARY COMBINATION	17 1.1	10 1.9	7 .7	7 1.2	6 1.7	1 .4	2 .6	... ...	17 2.4
TOTAL	1,528 100.0	524 100.0	1,004 100.2	561 99.8	344 100.2	269 100.2	337 100.1	805 100.0	723 100.0
NO RESPONSE	5 .3	2 .4	3 .3	1 .2	1 .3	1 .4	2 .6	2 .2	3 .4

12. WHAT GRADES ARE YOU TEACHING THIS YEAR (Continued)

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
	TOTAL SAMPLE	NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
PRE-KINDERGARTEN	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
KINDERGARTEN	42 2.7	14 4.0	3 1.0	13 2.6	12 3.2	15 3.5	20 2.9	7 1.7
GRADE 1	104 6.8	23 6.6	26 8.4	32 6.5	23 6.2	32 7.4	38 5.5	34 8.3
GRADE 2	104 6.8	20 5.7	23 7.4	38 7.7	23 6.2	28 6.5	49 7.2	27 6.6
GRADE 3	86 5.6	24 6.9	14 4.5	26 5.2	22 5.9	18 4.2	42 6.1	26 6.3
GRADE 4	91 6.0	19 5.4	25 8.1	31 6.3	16 4.3	15 3.5	49 7.2	27 6.6
GRADE 5	71 4.6	15 4.3	15 4.8	22 4.4	19 5.1	23 5.3	28 4.1	20 4.9
GRADE 6	94 6.2	24 6.9	26 8.4	29 5.8	15 4.0	31 7.2	49 7.2	14 3.4
GRADE 7	42 2.7	12 3.4	11 3.5	16 3.2	3 .8	11 2.6	25 3.6	6 1.5
GRADE 8	44 2.9	11 3.2	7 2.3	12 2.4	14 3.8	12 2.8	21 3.1	11 2.7
GRADE 9	39 2.6	11 3.2	8 2.6	11 2.2	9 2.4	14 3.2	21 3.1	4 1.0
GRADE 10	15 1.0	6 1.7	3 1.0	4 .8	2 .5	7 1.6	4 .6	4 1.0
GRADE 11	11 .7	2 .6	5 1.6	2 .4	2 .5	2 .5	9 1.3	... ...
GRADE 12	26 1.7	4 1.1	7 2.3	12 2.4	3 .8	9 2.1	13 1.9	4 1.0
MORE THAN ONE GRADE - ELEMENTARY	173 11.3	34 9.7	32 10.3	60 12.1	47 12.6	67 15.5	56 8.2	50 12.1
MORE THAN ONE GRADE - JUNIOR HIGH	166 10.9	35 10.0	27 8.7	50 10.1	54 14.5	57 13.2	81 11.8	28 6.8
MORE THAN ONE GRADE - SENIOR HIGH (3 YEAR OR 4 YEAR)	335 21.9	75 21.5	55 17.7	108 21.8	97 26.0	79 18.3	152 22.2	104 25.2
MORE THAN ONE GRADE - JUNIOR-SENIOR HIGH	53 3.5	14 4.0	14 4.5	19 3.8	6 1.6	4 .9	15 2.2	34 8.3
SPECIAL EDUCATION	15 1.0	5 1.4	4 1.3	3 .6	3 .8	5 1.2	8 1.2	2 .5
ELEMENTARY - SECONDARY COMBINATION	17 1.1	1 .3	5 1.6	8 1.6	3 .8	2 .5	5 .7	10 2.4
TOTAL	1,528 100.0	349 99.9	310 100.0	496 99.9	373 100.0	431 100.0	685 100.1	412 100.3
NO RESPONSE	5 .3	2 .6	... ...	2 .4	1 .3	1 .2	4 .6	... ...

13. HOW IS YOUR PRESENT TEACHING ASSIGNMENT CLASSIFIED

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
ELEMENTARY TEACHER	749 48.9	109 20.7	640 63.6	255 45.4	147 42.6	128 47.4	210 61.9	749 92.8	... ...
MIDDLE SCHOOL TEACHER	58 3.8	21 4.0	37 3.7	28 5.0	11 3.2	8 3.0	8 2.4	58 7.2	... ...
JUNIOR-HIGH OR INTERMEDIATE SCHOOL TEACHER	239 15.6	125 23.8	114 11.3	106 18.9	46 13.3	49 18.1	36 10.6	... ...	239 32.9
JUNIOR-SENIOR HIGH TEACHER .	70 4.6	41 7.8	29 2.9	32 5.7	20 5.8	8 3.0	9 2.7	... ...	70 9.6
SENIOR-HIGH TEACHER	399 26.0	219 41.6	180 17.9	134 23.8	114 33.0	76 28.1	74 21.8	... ...	399 55.0
COMBINATION ELEMENTARY-SECONDARY TEACHER	18 1.2	11 2.1	7 .7	7 1.2	7 2.0	1 .4	2 .6	... ...	18 2.5
TOTAL	1,533 100.1	526 100.0	1,007 100.1	562 100.0	345 99.9	270 100.0	339 100.0	807 100.0	726 100.0

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
ELEMENTARY TEACHER	749 48.9	168 47.9	159 51.3	249 50.0	173 46.3	232 53.7	321 46.6	196 47.6
MIDDLE SCHOOL TEACHER	58 3.8	17 4.8	13 4.2	20 4.0	8 2.1	10 2.3	28 4.1	20 4.9
JUNIOR-HIGH OR INTERMEDIATE SCHOOL TEACHER	239 15.6	56 16.0	44 14.2	68 13.7	71 19.0	81 18.8	123 17.9	35 8.5
JUNIOR-SENIOR HIGH TEACHER .	70 4.6	17 4.8	18 5.8	23 4.6	12 3.2	7 1.6	26 3.8	37 9.0
SENIOR-HIGH TEACHER	399 26.0	92 26.2	71 22.9	129 25.9	107 28.6	100 23.1	186 27.0	113 27.4
COMBINATION ELEMENTARY-SECONDARY TEACHER	18 1.2	1 .3	5 1.6	9 1.8	3 .8	2 .5	5 .7	11 2.7
TOTAL	1,533 100.1	351 100.0	310 100.0	498 100.0	374 100.0	432 100.0	689 100.1	412 100.1

14. WHAT PERCENT OF YOUR TOTAL TEACHING TIME EACH IS SPENT IN TEACHING GRADES OR SUBJECTS THAT ARE DIFFERENT FROM YOUR MAJOR FIELD OF COLLEGE PREPARATION

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
NONE	1,185	365	820	407	280	201	281	632	553
	77.3	69.4	81.4	72.4	81.2	74.4	82.9	78.3	76.2
LESS THAN 10 PCT.	11	1	10	9	...	...	2	10	1
	.7	.2	1.0	1.6	...	...	.6	1.2	.1
10 - 19 PCT.	29	12	17	13	8	5	3	16	13
	1.9	2.3	1.7	2.3	2.3	1.9	.9	2.0	1.8
20 - 29 PCT.	35	21	14	16	2	8	9	9	26
	2.3	4.0	1.4	2.8	.6	3.0	2.7	1.1	3.6
30 - 39 PCT.	17	11	6	8	5	1	3	5	12
	1.1	2.1	.6	1.4	1.4	.4	.9	.6	1.7
40 - 49 PCT.	21	11	10	13	3	5	...	7	14
	1.4	2.1	1.0	2.3	.9	1.9	...	.9	1.9
50 - 59 PCT.	39	23	16	18	8	6	7	19	20
	2.5	4.4	1.6	3.2	2.3	2.2	2.1	2.4	2.8
60 - 69 PCT.	16	8	8	7	5	3	1	7	9
	1.0	1.5	.8	1.2	1.4	1.1	.3	.9	1.2
70 - 79 PCT.	16	9	7	9	2	2	3	10	6
	1.0	1.7	.7	1.6	.6	.7	.9	1.2	.8
80 - 89 PCT.	21	10	11	9	4	6	2	15	6
	1.4	1.9	1.1	1.6	1.2	2.2	.6	1.9	.8
90 - 99 PCT.	20	6	14	9	3	5	3	16	4
	1.3	1.1	1.4	1.6	.9	1.9	.9	2.0	.6
100 PCT.	123	49	74	44	25	28	25	61	62
	8.0	9.3	7.3	7.8	7.2	10.4	7.4	7.6	8.5
TOTAL	1,533	526	1,007	562	345	270	339	807	726
	99.9	100.0	100.0	99.8	100.0	100.1	100.2	100.1	100.0
MEAN	15	19	12	17	13	18	11	15	15
MEDIAN	0	0	0	0	0	0	0	0	0
LOW	0	0	0	0	0	0	0	0	0
HIGH	100	100	100	100	100	100	100	100	100
STANDARD ERROR OF THE MEAN .	.8	1.5	1.0	1.4	1.6	2.1	1.6	1.1	1.2

14. WHAT PERCENT OF YOUR TOTAL TEACHING TIME EACH IS SPENT IN TEACHING GRADES OR SUBJECTS THAT ARE DIFFERENT FROM YOUR MAJOR FIELD OF COLLEGE PREPARATION (Continued)

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
NONE	1,185	299	252	380	254	322	547	316
	77.3	85.2	81.3	76.3	67.9	74.5	79.4	76.7
LESS THAN 10 PCT.	11	...	4	6	1	3	4	4
	.7	...	1.3	1.2	.3	.7	.6	1.0
10 - 19 PCT.	29	5	2	14	8	5	10	14
	1.9	1.4	.6	2.8	2.1	1.2	1.5	3.4
20 - 29 PCT.	35	3	11	15	6	6	16	13
	2.3	.9	3.5	3.0	1.6	1.4	2.3	3.2
30 - 39 PCT.	17	3	1	6	7	4	7	6
	1.1	.9	.3	1.2	1.9	.9	1.0	1.5
40 - 49 PCT.	21	1	6	5	9	7	12	2
	1.4	.3	1.9	1.0	2.4	1.6	1.7	.5
50 - 59 PCT.	39	6	6	13	14	11	17	11
	2.5	1.7	1.9	2.6	3.7	2.5	2.5	2.7
60 - 69 PCT.	16	4	1	5	6	6	8	2
	1.0	1.1	.3	1.0	1.6	1.4	1.2	.5
70 - 79 PCT.	16	3	1	8	4	8	5	3
	1.0	.9	.3	1.6	1.1	1.9	.7	.7
80 - 89 PCT.	21	4	2	6	9	7	7	7
	1.4	1.1	.6	1.2	2.4	1.6	1.0	1.7
90 - 99 PCT.	20	2	3	4	11	6	9	5
	1.3	.6	1.0	.8	2.9	1.4	1.3	1.2
100 PCT.	123	21	21	36	45	47	47	29
	8.0	6.0	6.8	7.2	12.0	10.9	6.8	7.0
TOTAL	1,533	351	310	498	374	432	689	412
	99.9	100.1	99.8	99.9	99.9	100.0	100.0	100.1
MEAN	15	10	11	14	23	18	13	14
MEDIAN	0	0	0	0	0	0	0	0
LOW	0	0	0	0	0	0	0	0
HIGH	100	100	100	100	100	100	100	100
STANDARD ERROR OF THE MEAN .	.8	1.5	1.6	1.4	1.9	1.7	1.1	1.5

15. IF YOU TEACH IN THE ELEMENTARY GRADES, NOT DEPARTMENTALIZED, HOW MANY PUPILS ARE ENROLLED IN YOUR CLASS

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
LESS THAN 15	7	...	7	...	...	...	...	7	...
	1.1	...	1.3	...	...	...	...	1.1	...
15 - 19	41	...	39	...	...	...	...	41	...
	6.7	...	7.2	...	...	...	...	6.7	...
20 - 24	126	...	115	...	...	...	...	126	...
	20.5	...	21.4	...	...	...	...	20.5	...
25 - 29	222	...	199	...	...	...	...	222	...
	36.2	...	37.0	...	...	...	...	36.2	...
30 - 34	167	...	136	...	...	...	...	167	...
	27.2	...	25.3	...	...	...	...	27.2	...
35 OR MORE	51	...	42	...	...	...	...	51	...
	8.3	...	7.8	...	...	...	...	8.3	...
TOTAL	614	76	538	210	116	106	177	614	...
	100.0	...	100.1	...	...	...	...	100.0	...
NO RESPONSE	919	450	469	352	229	164	162	193	726
	59.9	85.6	46.6	62.6	66.4	60.7	47.8	23.9	100.0
MEAN	27	...	27	27	27	27	27	27	0
MEDIAN	27	...	27	27	27	27	27	27	0
LOW	11	...	11	13	13	12	11	11	0
HIGH	48	...	48	41	40	46	48	48	0
STANDARD ERROR OF THE MEAN .	.2	...	.2	.4	.5	.5	.4	.2	.0

15. IF YOU TEACH IN THE ELEMENTARY GRADES, NOT DEPARTMENTALIZED, HOW MANY PUPIILS ARE ENROLLED IN YOUR CLASS (Continued)

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
LESS THAN 15	7	...	...	...	...	...	5	...
	1.1	...	...	...	...	...	1.8	...
15 - 19	41	...	...	...	...	...	15	...
	6.7	...	...	...	...	...	5.5	...
20 - 24	126	...	...	...	...	...	54	...
	20.5	...	...	...	...	...	19.9	...
25 - 29	222	...	...	...	...	...	102	...
	36.2	...	...	...	...	...	37.6	...
30 - 34	167	...	...	...	...	...	73	...
	27.2	...	...	...	...	...	26.9	...
35 OR MORE	51	...	...	...	...	...	22	...
	8.3	...	...	...	...	...	8.1	...
TOTAL	614	144	120	204	146	181	271	162
	100.0	...	...	...	...	...	99.8	...
NO RESPONSE	919	207	190	294	228	251	418	250
	59.9	59.0	61.3	59.0	61.0	58.1	60.7	60.7
MEAN	27	26	28	27	28	29	27	26
MEDIAN	27	26	28	27	28	29	27	26
LOW	11	13	13	11	14	15	12	11
HIGH	48	40	46	48	40	40	46	48
STANDARD ERROR OF THE MEAN .	.2	.4	.5	.4	.5	.4	.3	.4

16. IF YOU TEACH IN THE SECONDARY GRADES OR IN DEPARTMENTALIZED ELEMENTARY GRADES.

A. IN WHAT FIELD ARE YOU CURRENTLY TEACHING THE LARGEST PORTION OF YOUR TIME

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
AGRICULTURE	4	4	...	...	...	...	...	...	4
	.5	.9	...	...	...	...	...	...	.6
ART	31	14	17	11	...	...	...	..	26
	3.6	3.2	4.0	3.4	...	...	...	..	3.7
BUSINESS EDUCATION	42	14	28	18	...	...	...	...	42
	4.9	3.2	6.5	5.5	...	...	...	...	5.9
ENGLISH	190	58	132	68	...	...	...	...	144
	22.1	13.4	30.8	20.9	...	...	...	...	20.4
FOREIGN LANGUAGE	35	9	26	15	...	...	...	...	34
	4.1	2.1	6.1	4.6	...	...	...	...	4.8
HEALTH AND PHYSICAL EDUCATION	74	31	43	37	...	...	...	...	59
	8.6	7.2	10.0	11.4	...	...	...	...	8.3
HOME ECONOMICS	39	...	39	11	...	...	...	...	36
	4.5	...	9.1	3.4	...	...	...	...	5.1
INDUSTRIAL ARTS	32	32	...	10	...	...	...	...	29
	3.7	7.4	...	3.1	...	...	...	...	4.1
MATHEMATICS	129	68	61	39	...	...	...	...	102
	15.0	15.7	14.3	12.0	...	...	...	...	14.4
SCIENCE	89	68	21	31	...	...	...	...	75
	10.3	15.7	4.9	9.5	...	...	...	...	10.6
SOCIAL STUDIES	130	88	42	65	...	...	...	...	99
	15.1	20.4	9.8	20.0	...	...	...	...	14.0
MUSIC	34	22	12	15	...	...	...	...	27
	4.0	5.1	2.8	4.6	...	...	...	...	3.8
SPECIAL EDUCATION	8	3	5	2	...	...	...	...	8
	.9	.7	1.2	.6	...	...	...	...	1.1
DRIVER EDUCATION	5	5	...	...	...	...	...	...	5
	.6	1.2	...	...	...	...	...	...	.7
VOCATION	16	14	2	2	...	...	...	...	15
	1.9	3.2	.5	.6	...	...	...	...	2.1
OTHER	2	2	...	1	...	...	...	...	2
	.2	.5	...	.3	...	...	...	...	.3
TOTAL	860	432	428	325	217	152	155	153	707
	100.0	99.9	100.0	99.9	...	...	...	...	99.9
NO RESPONSE	673	94	579	237	128	118	184	654	19
	43.9	17.9	57.5	42.2	37.1	43.7	54.3	81.0	2.6

16. IF YOU TEACH IN THE SECONDARY GRADES OR IN DEPARTMENTALIZED ELEMENTARY GRADES. (Continued)

A. IN WHAT FIELD ARE YOU CURRENTLY TEACHING THE LARGEST PORTION OF YOUR TIME (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	SIZE OF SCHOOL SYSTEM LARGE 7	MEDIUM 8	SMALL 9
AGRICULTURE	4 .5	... ...	... ...	2 .7	... ...	... ...	1 .3	... ...
ART	31 3.6	... ...	... ...	9 3.3	... ...	... ...	18 4.6	... ...
BUSINESS EDUCATION	42 4.9	... ...	... ...	11 4.0	... ...	... ...	23 5.8	... ...
ENGLISH	190 22.1	... ...	... ...	65 23.6	... ...	... ...	87 22.0	... ...
FOREIGN LANGUAGE	35 4.1	... ...	... ...	9 3.3	... ...	... ...	14 3.5	... ...
HEALTH AND PHYSICAL EDUCATION	74 8.6	... ...	... ...	23 8.3	... ...	... ...	35 8.9	... ...
HOME ECONOMICS	39 4.5	... ...	... ...	13 4.7	... ...	... ...	19 4.8	... ...
INDUSTRIAL ARTS	32 3.7	... ...	... ...	13 4.7	... ...	... ...	14 3.5	... ...
MATHEMATICS	129 15.0	... ...	... ...	36 13.0	... ...	... ...	65 16.5	... ...
SCIENCE	89 10.3	... ...	... ...	26 9.4	... ...	... ...	45 11.4	... ...
SOCIAL STUDIES	130 15.1	... ...	... ...	40 14.5	... ...	... ...	48 12.2	... ...
MUSIC	34 4.0	... ...	... ...	15 5.4	... ...	... ...	17 4.3	... ...
SPECIAL EDUCATION	8 .9	... ...	... ...	2 .7	... ...	... ...	1 .3	... ...
DRIVER EDUCATION	5 .6	... ...	... ...	3 1.1	... ...	... ...	... ...	... ...
VOCATION	16 1.9	... ...	... ...	8 2.9	... ...	... ...	7 1.8	... ...
OTHER	2 .2	... ...	... ...	1 .4	... ...	... ...	1 .3	... ...
TOTAL	860 100.0	198 ...	172 ...	276 100.0	214 ...	225 ...	395 100.2	240 ...
NO RESPONSE	673 43.9	153 43.6	138 44.5	222 44.6	160 42.8	207 47.9	294 42.7	172 41.7

B. HOW MANY CLASS PERIODS DO YOU TEACH PER WEEK. (EXCLUDE STUDY HALLS AND HOMEROOM PERIODS)

1	TOTAL SAMPLE 2	SEX MEN 3	WOMEN 4	AGE IN YEARS LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	EMPLOYMENT STATUS ELEMENTARY 9	SECONDARY 10
LESS THAN 20	8 .9	3 .7	5 1.2	4 1.2	... ...	... ...	... ...	... ...	7 1.0
20 - 24	136 16.1	69 16.3	67 15.9	45 14.0	... ...	... ...	... ...	... ...	112 16.0
25 - 29	455 53.8	235 55.4	220 52.3	180 55.9	... ...	... ...	... ...	... ...	405 57.9
30 OR MORE	246 29.1	117 27.6	129 30.6	93 28.9	... ...	... ...	... ...	... ...	175 25.0
TOTAL	845 99.9	424 100.0	421 100.0	322 100.0	209 ...	152 ...	151 ...	146 ...	699 99.9
NO RESPONSE	688 44.9	102 19.4	586 58.2	240 42.7	136 39.4	118 43.7	188 55.5	661 81.9	27 3.7
MEAN	26	26	26	26	26	26	26	28	26
MEDIAN	25	25	25	25	25	25	25	28	25
LOW	15	16	15	15	16	18	20	19	15
HIGH	48	45	48	48	45	45	42	48	45
STANDARD ERROR OF THE MEAN .	.1	.2	.2	.2	.3	.4	.3	.5	.1

B. HOW MANY CLASS PERIODS DO YOU TEACH PER WEEK. (EXCLUDE STUDY HALLS AND HOMEROOM PERIODS) (Continued)

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
I	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
LESS THAN 20	8	...	...	3	...	...	5	...
	.9	...	...	1.1	...	...	1.3	...
20 - 24	136	...	...	35	...	...	55	...
	16.1	...	...	13.0	...	...	14.2	...
25 - 29	455	...	...	150	...	...	216	...
	53.8	...	...	55.6	...	...	56.0	...
30 OR MORE	246	...	...	82	...	...	110	...
	29.1	...	...	30.4	...	...	28.5	...
TOTAL	845	190	174	270	211	225	386	234
	99.9	...	...	100.1	...	...	100.0	...
NO RESPONSE	688	161	136	228	163	207	303	178
	44.9	45.9	43.9	45.8	43.6	47.9	44.0	43.2
MEAN	26	26	26	27	26	25	26	27
MEDIAN	25	25	25	25	25	25	25	25
LOW	15	16	15	17	19	18	16	15
HIGH	48	48	45	45	45	40	45	48
STANDARD ERROR OF THE MEAN .	.1	.3	.3	.3	.3	.3	.2	.3

C. HOW MANY CLASS PERIODS PER WEEK ARE THERE IN YOUR SCHOOL

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
I	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
LESS THAN 30	60	24	36	20	...	...	...	...	43
	7.4	5.8	9.1	6.5	...	...	...	...	6.4
30 - 34	334	168	166	121	...	...	...	...	286
	41.2	40.6	41.9	39.0	...	...	...	...	42.2
35 - 39	264	145	119	106	...	...	...	...	222
	32.6	35.0	30.1	34.2	...	...	...	...	32.8
40 - 44	115	56	59	51	...	...	...	...	96
	14.2	13.5	14.9	16.5	...	...	...	...	14.2
45 OR MORE	37	21	16	12	...	...	...	...	30
	4.6	5.1	4.0	3.9	...	...	...	...	4.4
TOTAL	810	414	396	310	202	144	144	133	677
	100.0	100.0	100.0	100.1	...	...	...	...	100.0
NO RESPONSE	723	112	611	252	143	126	195	674	49
	47.2	21.3	60.7	44.8	41.4	46.7	57.5	83.5	6.7
MEAN	34	34	33	34	33	34	33	33	34
MEDIAN	35	35	31	35	35	35	30	35	35
LOW	20	20	20	20	20	20	20	20	20
HIGH	70	70	65	65	70	50	60	65	70
STANDARD ERROR OF THE MEAN .	.2	.3	.3	.3	.4	.5	.4	.5	.2

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
I	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
LESS THAN 30	60	...	...	13	...	...	24	...
	7.4	...	...	5.0	...	...	6.5	...
30 - 34	334	...	...	85	...	...	160	...
	41.2	...	...	32.9	...	...	43.5	...
35 - 39	264	...	...	96	...	...	118	...
	32.6	...	...	37.2	...	...	32.1	...
40 - 44	115	...	...	44	...	...	47	...
	14.2	...	...	17.1	...	...	12.8	...
45 OR MORE	37	...	...	20	...	...	19	...
	4.6	...	...	7.8	...	...	5.2	...
TOTAL	810	180	165	258	207	212	368	230
	100.0	...	...	100.0	...	...	100.1	...
NO RESPONSE	723	171	145	240	167	220	321	182
	47.2	48.7	46.8	48.2	44.7	50.9	46.6	44.2
MEAN	34	36	31	35	32	32	34	35
MEDIAN	35	35	30	35	30	30	34	35
LOW	20	24	20	20	20	20	20	20
HIGH	70	70	42	55	60	45	70	65
STANDARD ERROR OF THE MEAN .	.2	.4	.3	.3	.3	.3	.3	.4

16. IF YOU TEACH IN THE SECONDARY GRADES OR IN DEPARTMENTALIZED ELEMENTARY GRADES (Continued)

D. WHAT IS THE AVERAGE LENGTH OF THE CLASS PERIODS IN YOUR SCHOOL (INCLUDE PASSING TIME)

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
LESS THAN 45 MINUTES	99	42	57	39	...	...	...	...	64
	11.7	9.9	13.5	12.0	...	...	...	...	9.1
45 - 49 MINUTES	173	90	83	61	...	...	...	...	126
	20.4	21.3	19.6	18.8	...	...	...	...	18.0
50 - 54 MINUTES	189	98	91	73	...	...	...	...	155
	22.3	23.2	21.5	22.5	...	...	...	...	22.1
55 - 59 MINUTES	206	110	96	80	...	...	...	...	194
	24.3	26.0	22.7	24.6	...	...	...	...	27.7
60 - 64 MINUTES	159	77	82	64	...	...	...	...	144
	18.8	18.2	19.4	19.7	...	...	...	...	20.6
65 OR MORE MINUTES	20	6	14	8	...	...	...	...	17
	2.4	1.4	3.3	2.5	...	...	...	...	2.4
TOTAL	846	423	423	325	203	153	154	146	700
	99.9	100.0	100.0	100.1	...	...	...	...	99.9
NO RESPONSE	687	103	584	237	142	117	185	661	26
	44.8	19.6	58.0	42.2	41.2	43.3	54.6	81.9	3.6
MEAN	52	52	52	52	52	51	51	48	53
MEDIAN	51	52	50	52	54	50	50	45	55
LOW	20	20	25	20	28	30	27	25	20
HIGH	90	75	90	90	75	75	90	90	75
STANDARD ERROR OF THE MEAN .	.3	.3	.4	.4	.5	.6	.7	.7	.3

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
LESS THAN 45 MINUTES	99	...	...	34	...	...	39	...
	11.7	...	...	12.6	...	...	10.1	...
45 - 49 MINUTES	173	...	...	44	...	...	78	...
	20.4	...	...	16.3	...	...	20.3	...
50 - 54 MINUTES	189	...	...	53	...	...	98	...
	22.3	...	...	19.6	...	...	25.5	...
55 - 59 MINUTES	206	...	...	80	...	...	84	...
	24.3	...	...	29.6	...	...	21.8	...
60 - 64 MINUTES	159	...	...	52	...	...	80	...
	18.8	...	...	19.3	...	...	20.8	...
65 OR MORE MINUTES	20	...	...	7	...	...	6	...
	2.4	...	...	2.6	...	...	1.6	...
TOTAL	846	192	173	270	211	224	385	237
	99.9	...	...	100.0	...	...	100.1	...
NO RESPONSE	687	159	137	228	163	208	304	175
	44.8	45.3	44.2	45.8	43.6	48.1	44.1	42.5
MEAN	52	47	54	52	53	52	52	52
MEDIAN	51	46	55	55	55	50	52	52
LOW	20	25	30	20	27	30	27	20
HIGH	90	60	90	90	75	90	75	90
STANDARD ERROR OF THE MEAN .	.3	.4	.6	.5	.5	.5	.4	.5

16. IF YOU TEACH IN THE SECONDARY GRADES OR IN DEPARTMENTALIZED ELEMENTARY GRADES (Continued)

E. WHAT IS THE AVERAGE NUMBER OF PUPILS YOU TEACH PER DAY (EXCLUDE STUDY HALLS AND HOMEROOM PERIODS)

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
LESS THAN 25	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
25 - 49	2	...	2	...	...	...	...	...	...
	.2	...	.5	...	...	...	...	...	...
50 - 74	40	22	18	13	...	...	...	...	28
	4.8	5.3	4.4	4.1	...	...	...	...	4.1
75 - 99	91	39	52	29	...	...	...	...	77
	11.0	9.3	12.8	9.1	...	...	...	...	11.3
100 - 124	194	96	98	76	...	...	...	...	164
	23.5	22.9	24.1	23.8	...	...	...	...	24.1
125 - 149	202	109	93	80	...	...	...	...	183
	24.5	26.0	22.9	25.1	...	...	...	...	26.9
150 - 174	179	89	90	72	...	...	...	...	146
	21.7	21.2	22.1	22.6	...	...	...	...	21.4
175 - 199	55	29	26	22	...	...	...	...	37
	6.7	6.9	6.4	6.9	...	...	...	...	5.4
200 - 224	34	20	14	14	...	...	...	...	25
	4.1	4.8	3.4	4.4	...	...	...	...	3.7
225 - 249	10	4	6	3	...	...	...	...	6
	1.2	1.0	1.5	.9	...	...	...	...	.9
250 - 274	14	8	6	6	...	...	...	...	11
	1.7	1.9	1.5	1.9	...	...	...	...	1.6
275 - 299	4	2	2	3	...	...	...	...	3
	.5	.5	.5	.9	...	...	...	...	.4
300 OR MORE	1	1	...	1	...	...	...	...	1
	.1	.2	...	.3	...	...	...	...	.1
TOTAL	826	419	407	319	205	144	148	145	681
	100.0	100.0	100.1	100.0	...	...	...	...	99.9
NO RESPONSE	707	107	600	243	140	126	191	662	45
	46.1	20.3	59.6	43.2	40.6	46.7	56.3	82.0	6.2
MEAN	135	137	133	138	134	135	130	140	134
MEDIAN	130	130	130	135	130	135	125	140	130
LOW	30	50	30	50	37	60	30	30	50
HIGH	315	315	280	315	275	264	270	280	315
STANDARD ERROR OF THE MEAN	1.4	2.0	2.0	2.3	2.9	3.6	3.1	4.1	1.5

16. IF YOU TEACH IN THE SECONDARY GRADES OR IN DEPARTMENTALIZED ELEMENTARY GRADES (Continued)

E. WHAT IS THE AVERAGE NUMBER OF PUPILS YOU TEACH PER DAY (EXCLUDE STUDY HALLS AND HOMEROOM PERIODS) (Continued)

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
	TOTAL SAMPLE	NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
LESS THAN 25	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
25 - 49	2	...	...	2	...	...	...	...
	.2	...	...	.7	...	...	...	...
50 - 74	40	...	...	16	...	...	14	...
	4.8	...	...	6.0	...	...	3.7	...
75 - 99	91	...	...	23	...	...	36	...
	11.0	...	...	8.6	...	...	9.4	...
100 - 124	194	...	...	68	...	...	90	...
	23.5	...	...	25.4	...	...	23.6	...
125 - 149	202	...	...	67	...	...	97	...
	24.5	...	...	25.0	...	...	25.4	...
150 - 174	179	...	...	53	...	...	88	...
	21.7	...	...	19.8	...	...	23.0	...
175 - 199	55	...	...	12	...	...	24	...
	6.7	...	...	4.5	...	...	6.3	...
200 - 224	34	...	...	13	...	...	17	...
	4.1	...	...	4.9	...	...	4.5	...
225 - 249	10	...	...	6	...	...	7	...
	1.2	...	...	2.2	...	...	1.8	...
250 - 274	14	...	...	5	...	...	6	...
	1.7	...	...	1.9	...	...	1.6	...
275 - 299	4	...	...	3	...	...	2	...
	.5	...	...	1.1	...	...	.5	...
300 OR MORE	1	...	...	...	...	...	1	...
	.1	...	...	...	...	...	.3	...
TOTAL	826	193	167	268	198	217	382	227
	100.0	...	...	100.1	...	...	100.1	...
NO RESPONSE	707	158	143	230	176	215	307	185
	46.1	45.0	46.1	46.2	47.1	49.8	44.6	44.9
MEAN	135	127	135	136	141	141	137	125
MEDIAN	130	125	130	130	141	140	135	120
LOW	30	60	60	30	60	60	50	30
HIGH	315	277	315	280	270	280	315	275
STANDARD ERROR OF THE MEAN	1.4	2.6	3.2	2.8	2.8	2.6	2.1	2.9

16. IF YOU TEACH IN THE SECONDARY GRADES OR IN DEPARTMENTALIZED ELEMENTARY GRADES (Continued)

F. HOW MANY UNASSIGNED PREPARATION PERIODS DO YOU HAVE IN YOUR OWN SCHEDULE EACH WEEK

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
NONE	204 22.9	91 20.5	113 25.2	71 21.1	... ...	... ...	... ...	... ...	141 19.4
LESS THAN 4 PERIODS	63 7.1	29 6.5	34 7.6	29 8.6	... ...	... ...	... ...	... ...	40 5.5
5 PERIODS	486 54.5	258 58.1	228 50.9	182 54.0	... ...	... ...	... ...	... ...	430 59.2
6 PERIODS	18 2.0	10 2.3	8 1.8	8 2.4	... ...	... ...	... ...	... ...	13 1.8
7 PERIODS	15 1.7	6 1.4	9 2.0	9 2.7	... ...	... ...	... ...	... ...	11 1.5
8 PERIODS	12 1.3	6 1.4	6 1.3	8 2.4	... ...	... ...	... ...	... ...	9 1.2
9 PERIODS	6 .7	2 .5	4 .9	1 .3	... ...	... ...	... ...	... ...	4 .6
10 PERIODS	77 8.6	37 8.3	40 8.9	24 7.1	... ...	... ...	... ...	... ...	70 9.6
11 PERIODS OR MORE	11 1.2	5 1.1	6 1.3	5 1.5	... ...	... ...	... ...	... ...	8 1.1
TOTAL	892 100.0	444 100.1	448 99.9	337 100.1	223 ...	161 ...	159 ...	166 ...	726 99.9
NO RESPONSE	641 41.8	82 15.6	559 55.5	225 40.0	122 35.4	109 40.4	180 53.1	641 79.4	... ...
MEAN	4	5	4	4	4	4	4	3	5
MEDIAN	5	5	5	5	5	5	5	4	5
LOW	0	0	0	0	0	0	0	0	0
HIGH	30	30	15	15	30	15	12	15	30
STANDARD ERROR OF THE MEAN	.1	.1	.1	.2	.2	.2	.2	.3	.1

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
NONE	204 22.9	... ...	... ...	54 18.9	... ...	... ...	82 20.2	... ...
LESS THAN 4 PERIODS	63 7.1	... ...	... ...	23 8.1	... ...	... ...	31 7.7	... ...
5 PERIODS	486 54.5	... ...	... ...	156 54.7	... ...	... ...	230 56.8	... ...
6 PERIODS	18 2.0	... ...	... ...	8 2.8	... ...	... ...	6 1.5	... ...
7 PERIODS	15 1.7	... ...	... ...	3 1.1	... ...	... ...	8 2.0	... ...
8 PERIODS	12 1.3	... ...	... ...	3 1.1	... ...	... ...	5 1.2	... ...
9 PERIODS	6 .7	... ...	... ...	3 1.1	... ...	... ...	3 .7	... ...
10 PERIODS	77 8.6	... ...	... ...	33 11.6	... ...	... ...	33 8.1	... ...
11 PERIODS OR MORE	11 1.2	... ...	... ...	2 .7	... ...	... ...	7 1.7	... ...
TOTAL	892 100.0	204 ...	182 ...	285 100.1	221 ...	241 ...	405 99.9	246 ...
NO RESPONSE	641 41.8	147 41.9	128 41.3	213 42.8	153 40.9	191 44.2	284 41.2	166 40.3
MEAN	4	6	3	5	4	4	5	4
MEDIAN	5	5	5	5	5	5	5	5
LOW	0	0	0	0	0	0	0	0
HIGH	30	30	10	15	15	10	30	15
STANDARD ERROR OF THE MEAN	.1	.2	.2	.2	.2	.2	.2	.2

17. WHAT IS THE EXACT LENGTH OF YOUR REQUIRED SCHOOL DAY

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
LESS THAN 6 HOURS	26 1.7	7 1.3	19 1.9	10 1.8	4 1.2	8 3.0	4 1.2	21 2.6	5 .7
6 HRS.- 6 HRS.14 MIN.	12 .8	4 .8	8 .8	4 .7	4 1.2	2 .7	2 .6	8 1.0	4 .6
6 HRS.15 MIN.- 6 HRS.29 MIN.	48 3.1	18 3.4	30 3.0	17 3.0	10 2.9	11 4.1	10 3.0	29 3.6	19 2.6
6 HRS.30 MIN.- 6 HRS.44 MIN.	72 4.7	25 4.8	47 4.7	28 5.0	14 4.1	11 4.1	18 5.4	42 5.3	30 4.1
6 HRS.45 MIN. -6 HRS.59 MIN.	93 6.1	35 6.7	58 5.8	47 8.4	18 5.2	8 3.0	19 5.7	46 5.8	47 6.5
7 HRS.- 7 HRS.14 MIN.	276 18.1	100 19.0	176 17.6	103 18.3	66 19.1	53 19.7	51 15.4	146 18.3	130 17.9
7 HRS.15 MIN.- 7 HRS.29 MIN.	302 19.8	98 18.7	204 20.4	95 16.9	67 19.4	56 20.8	79 23.8	159 19.9	143 19.7
7 HRS.30 MIN.- 7 HRS.44 MIN.	380 24.9	119 22.7	261 26.1	139 24.7	85 24.6	73 27.1	79 23.8	201 25.2	179 24.7
7 HRS.45 MIN.- 7 HRS.59 MIN.	141 9.3	55 10.5	86 8.6	50 8.9	35 10.1	23 8.6	33 9.9	62 7.8	79 10.9
8 HOURS OR MORE	174 11.4	64 12.2	110 11.0	69 12.3	42 12.2	24 8.9	37 11.1	85 10.6	89 12.3
TOTAL	1,524 99.9	525 100.1	999 99.9	562 100.0	345 100.0	269 100.0	332 99.9	799 100.1	725 100.0
NO RESPONSE	9 .6	1 .2	8 .8	... ...	... ...	1 .4	7 2.1	8 1.0	1 .1
MEAN	7.3	7.3	7.3	7.3	7.3	7.3	7.3	7.3	7.4
MEDIAN	7.3	7.3	7.3	7.3	7.3	7.3	7.3	7.3	7.4
LOW	3.0	5.0	3.0	4.5	3.0	5.0	5.3	3.0	5.0
HIGH	12.3	9.0	12.3	9.0	12.3	8.5	8.5	12.3	9.0
STANDARD ERROR OF THE MEAN .	.8	1.4	1.[illegible]	1.4	2.0	2.0	1.6	1.3	1.1

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
LESS THAN 6 HOURS	26 1.7	11 3.2	... ...	10 2.0	5 1.3	11 2.5	11 1.6	4 1.0
6 HRS.- 6 HRS.14 MIN.	12 .8	6 1.7	1 .3	3 .6	2 .5	3 .7	9 1.3	... ...
6 HRS.15 MIN.- 6 HRS.29 MIN.	48 3.1	33 9.5	4 1.3	5 1.0	6 1.6	30 6.9	13 1.9	5 1.2
6 HRS.30 MIN.- 6 HRS.44 MIN.	72 4.7	31 8.9	16 5.2	14 2.8	11 2.9	25 5.8	31 4.5	16 3.9
6 HRS.45 MIN. -6 HRS.59 MIN.	93 6.1	28 8.0	14 4.6	28 5.7	23 6.1	43 10.0	28 4.1	22 5.4
7 HRS.- 7 HRS.14 MIN.	276 18.1	74 21.2	44 14.3	67 13.6	91 24.3	86 19.9	124 18.1	66 16.2
7 HRS.15 MIN.- 7 HRS.29 MIN.	302 19.8	66 18.9	79 25.7	96 19.4	61 16.3	86 19.9	143 20.[illegible]	73 17.9
7 HRS.30 MIN.- 7 HRS.44 MIN.	380 24.9	64 18.3	103 33.6	116 23.5	97 25.9	93 21.5	19[illegible] 27.[illegible]	96 23.5
7 HRS.45 MIN.- 7 HRS.59 MIN.	141 9.3	25 7.2	22 7.2	53 10.7	41 11.0	26 6.0	68 9.9	47 11.5
8 HOURS OR MORE	174 11.4	11 3.2	24 7.8	102 20.6	37 9.9	29 6.7	66 9.6	79 19.4
TOTAL	1,524 99.9	349 100.1	307 100.0	494 99.9	374 99.8	432 99.9	684 99.8	408 100.0
NO RESPONSE	9 .6	2 .6	3 1.0	4 .8	... ...	... ...	5 .7	4 1.0
MEAN	7.3	7.1	7.4	7.4	7.3	7.2	7.3	7.4
MEDIAN	7.3	7.1	7.3	7.5	7.3	7.3	7.3	7.5
LOW	3.0	3.0	6.0	5.0	5.0	5.0	3.0	5.5
HIGH	12.3	12.3	9.0	8.7	8.5	9.0	12.3	8.5
STANDARD ERROR OF THE MEAN .	.8	2.1	1.4	1.4	1.4	1.6	1.3	1.4

18. ON THE AVERAGE HOW MANY HOURS PER WEEK DO YOU SPEND ON COMPENSATED AND NONCOMPENSATED SCHOOL-RELATED ACTIVITIES SUCH AS LESSON PREPARATION, GRADING PAPERS, MAKING REPORTS, EXTRACURRICULAR ACTIVITIES, MEETINGS

A. COMPENSATED

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
3 HOURS OR LESS	167 26.3	56 22.3	111 29.0	70 26.0	... ...	... ...	... ...	101 34.0	66 19.6
4 - 6 HOURS	242 38.2	93 37.1	149 38.9	96 35.7	... ...	... ...	... ...	103 34.7	139 41.2
7 - 9 HOURS	85 13.4	30 12.0	55 14.4	41 15.2	... ...	... ...	... ...	46 15.5	39 11.6
10 - 12 HOURS	92 14.5	44 17.5	48 12.5	38 14.1	... ...	... ...	... ...	32 10.8	60 17.8
13 - 15 HOURS	30 4.7	17 6.8	13 3.4	16 5.9	... ...	... ...	... ...	9 3.0	21 6.2
16 - 18 HOURS	9 1.4	6 2.4	3 .8	3 1.1	... ...	... ...	... ...	4 1.3	5 1.5
19 - 21 HOURS	8 1.3	4 1.6	4 1.0	5 1.9	... ...	... ...	... ...	2 .7	6 1.8
22 HOURS OR MORE	1 .2	1 .4	... ...	... ...	... ...	... ...	... ...	... ..	1 .3
TOTAL	634 100.0	251 100.1	383 100.0	269 99.9	133 ...	101 ...	122 ...	297 100.0	337 100.0
NO RESPONSE	899 58.6	275 52.3	624 62.0	293 52.1	212 61.4	169 62.6	217 64.0	510 63.2	389 53.6
MEAN	6.2	6.8	5.7	6.3	6.1	6.1	6.0	5.5	6.8
MEDIAN	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
LOW	.3	.5	.3	.5	.3	1.0	.7	.3	.5
HIGH	25.0	25.0	20.8	20.8	20.0	20.0	25.0	20.8	25.0
STANDARD ERROR OF THE MEAN .	9.7	17.2	11.2	15.3	21.0	25.0	20.6	12.8	14.0

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
3 HOURS OR LESS	167 26.3	... ...	... ...	... ...	... ...	... ...	75 26.3	... ...
4 - 6 HOURS	242 38.2	... ...	... ...	... ...	... ...	... ...	98 34.4	... ...
7 - 9 HOURS	85 13.4	... ...	... ...	... ...	... ...	... ...	49 17.2	... ...
10 - 12 HOURS	92 14.5	... ...	... ...	... ...	... ...	... ...	40 14.0	... ...
13 - 15 HOURS	30 4.7	... ...	... ...	... ...	... ...	... ...	14 4.9	... ...
16 - 18 HOURS	9 1.4	... ...	... ...	... ...	... ...	... ...	3 1.1	... ...
19 - 21 HOURS	8 1.3	... ...	... ...	... ...	... ...	... ...	5 1.8	... ...
22 HOURS OR MORE	1 .2	... ...	... ...	... ...	... ...	... ...	1 .4	... ...
TOTAL	634 100.0	140 ...	132 ...	221 ...	141 ...	181 ...	285 100.1	168 ...
NO RESPONSE	899 58.6	211 60.1	178 57.4	277 55.6	233 62.3	251 58.1	404 58.6	244 59.2
MEAN	6.2	5.9	6.3	6.0	6.6	5.8	6.3	6.3
MEDIAN	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
LOW	.3	.5	.5	.3	.7	.8	.5	.3
HIGH	25.0	20.5	20.0	25.0	20.8	20.8	25.0	20.0
STANDARD ERROR OF THE MEAN .	9.7	21.6	19.9	16.4	20.7	17.2	15.0	18.3

18. ON THE AVERAGE HOW MANY HOURS PER WEEK DO YOU SPEND ON COMPENSATED AND NONCOMPENSATED SCHOOL-RELATED ACTIVITIES SUCH AS LESSON PREPARATION, GRADING PAPERS, MAKING REPORTS, EXTRACURRICULAR ACTIVITIES, MEETINGS

B. NONCOMPENSATED

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
3 HOURS OR LESS	208	78	130	82	53	...	45	109	99
	16.4	17.4	15.8	17.0	18.9	...	16.0	16.7	16.0
4 - 6 HOURS	373	134	239	137	87	...	83	209	164
	29.3	30.0	29.0	28.4	31.0	...	29.4	32.1	26.5
7 - 9 HOURS	177	65	112	66	50	...	36	94	83
	13.9	14.5	13.6	13.7	17.8	...	12.8	14.4	13.4
10 - 12 HOURS	301	103	198	108	50	...	76	138	163
	23.7	23.0	24.0	22.4	17.8	...	27.0	21.2	26.3
13 - 15 HOURS	125	38	87	47	25	...	26	54	71
	9.8	8.5	10.6	9.8	8.9	...	9.2	8.3	11.5
16 - 18 HOURS	24	4	20	12	4	...	5	14	10
	1.9	.9	2.4	2.5	1.4	...	1.8	2.2	1.6
19 - 21 HOURS	53	21	32	23	11	...	10	29	24
	4.2	4.7	3.9	4.8	3.9	...	3.5	4.5	3.9
22 HOURS OR MORE	10	4	6	7	1	...	1	4	6
	.8	.9	.7	1.5	.4	...	.4	.6	1.0
TOTAL	1,271	447	824	482	281	220	282	651	620
	100.0	99.9	100.0	100.1	100.1	...	100.1	100.0	100.2
NO RESPONSE	262	79	183	80	64	50	57	156	106
	17.1	15.0	18.2	14.2	18.6	18.5	16.8	19.3	14.6
MEAN	8.2	8.0	8.3	8.3	7.7	8.5	8.1	7.9	8.4
MEDIAN	7.5	7.0	7.5	7.4	6.5	8.0	7.0	7.0	8.0
LOW	.2	.5	.2	.5	.2	1.0	.5	.2	.5
HIGH	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0
STANDARD ERROR OF THE MEAN .	8.3	14.1	10.3	14.3	17.0	18.7	16.8	11.5	12.0

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTHEAST 3	SOUTHEAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
3 HOURS OR LESS	208	52	...	66	49	65	93	50
	16.4	16.8	...	15.7	16.1	17.7	16.1	15.3
4 - 6 HOURS	373	93	...	124	97	120	161	92
	29.3	30.1	...	29.5	31.9	32.6	28.0	28.1
7 - 9 HOURS	177	44	...	62	37	50	84	43
	13.9	14.2	...	14.8	12.2	13.6	14.6	13.1
10 - 12 HOURS	301	72	...	105	69	75	134	92
	23.7	23.3	...	25.0	22.7	20.4	23.3	28.1
13 - 15 HOURS	125	27	...	38	[illegible]	29	60	36
	9.8	8.7	...	9.0	11.2	7.9	10.4	11.0
16 - 18 HOURS	24	4	...	7	4	6	14	4
	1.9	1.3	...	1.7	1.3	1.6	2.4	1.2
19 - 21 HOURS	53	11	...	18	12	20	23	10
	4.2	3.6	...	4.3	3.9	5.4	4.0	3.1
22 HOURS OR MORE	10	6	...	...	2	3	7	...
	.8	1.9	...	...	.7	.8	1.2	...
TOTAL	1,271	309	238	420	304	368	576	327
	100.0	99.9	...	100.0	100.0	100.0	100.0	99.9
NO RESPONSE	262	42	72	78	70	64	113	85
	17.1	12.0	23.2	15.7	18.7	14.8	16.4	20.6
MEAN	8.2	8.1	8.6	8.1	8.1	7.9	8.3	8.2
MEDIAN	7.5	7.0	8.0	7.5	7.0	6.0	7.5	8.0
LOW	.2	.5	.2	.5	1.0	.2	.5	.5
HIGH	25.0	25.0	25.0	21.0	25.0	25.0	25.0	20.7
STANDARD ERROR OF THE MEAN .	8.3	17.2	20.5	13.6	16.9	15.9	12.6	15.1

17 + 18. TOTAL HOURS PER WEEK DEVOTED TO ALL TEACHING DUTIES

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
34 HOURS OR LESS	10 .7	3 .6	7 .8	4 .8	3 1.0	... ...	2 .7	7 1.0	3 .5
35 - 39 HOURS	129 9.4	36 7.5	93 10.4	52 10.0	23 7.6	... ...	32 10.6	90 12.7	39 5.9
40 - 44 HOURS	403 29.4	132 27.4	271 30.4	134 25.8	105 34.7	... ...	93 30.9	238 33.5	165 25.0
45 - 49 HOURS	394 28.7	149 31.0	245 27.5	145 27.9	89 29.4	... ...	79 26.2	185 26.0	209 31.6
50 - 54 HOURS	263 19.2	84 17.5	179 20.1	102 19.6	52 17.2	... ...	66 21.9	126 17.7	137 20.7
55 - 59 HOURS	112 8.2	50 10.4	62 7.0	51 9.8	23 7.6	... ...	19 6.3	42 5.9	70 10.6
60 - 64 HOURS	42 3.1	18 3.7	24 2.7	23 4.4	3 1.0	... ...	7 2.3	16 2.3	26 3.9
65 - 69 HOURS	12 .9	5 1.0	7 .8	6 1.2	3 1.0	... ...	2 .7	5 .7	7 1.1
70 HOURS OR MORE	7 .5	4 .8	3 .3	3 .6	2 .7	... ...	1 .3	2 .3	5 .8
TOTAL	1,372 100.1	481 99.9	891 100.0	520 100.1	303 100.2	237 ...	301 99.9	711 100.1	661 100.1
NO RESPONSE	161 10.5	45 8.6	116 11.5	42 7.5	42 12.2	33 12.2	38 11.2	96 11.9	65 9.0
MEAN	46.9	47.6	46.5	47.5	46.5	46.9	46.4	45.8	48.1
MEDIAN	46.3	46.7	46.0	46.7	45.8	46.3	45.8	45.0	47.4
LOW	17.0	32.3	17.0	30.3	17.0	32.7	32.3	17.0	33.0
HIGH	78.0	78.0	76.7	72.0	78.0	72.5	74.5	76.7	78.0
STANDARD ERROR OF THE MEAN .	10.7	19.0	12.9	18.4	22.7	24.4	21.7	14.3	15.7

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
34 HOURS OR LESS	10 .7	6 1.8	1 .4	2 .5	1 .3	3 .8	6 1.0	1 .3
35 - 39 HOURS	129 9.4	43 13.2	19 7.0	33 7.4	34 10.2	55 14.0	49 7.8	25 7.1
40 - 44 HOURS	403 29.4	104 31.9	88 32.5	110 24.8	101 30.4	129 32.9	190 30.4	84 23.7
45 - 49 HOURS	394 28.7	95 29.1	70 25.8	138 31.2	91 27.4	101 25.8	181 28.9	112 31.6
50 - 54 HOURS	263 19.2	49 15.0	53 19.6	97 21.9	64 19.3	56 14.3	114 18.2	93 26.3
55 - 59 HOURS	112 8.2	18 5.5	25 9.2	40 9.0	29 8.7	32 8.2	54 8.6	26 7.3
60 - 64 HOURS	42 3.1	6 1.8	13 4.8	16 3.6	7 2.1	12 3.1	23 3.7	7 2.0
65 - 69 HOURS	12 .9	3 .9	2 .7	3 .7	4 1.2	4 1.0	6 1.0	2 .6
70 HOURS OR MORE	7 .5	2 .6	... ...	4 .9	1 .3	... ...	3 .5	4 1.1
TOTAL	1,372 100.1	326 99.8	271 100.0	443 100.0	332 99.9	392 100.1	626 100.1	354 100.0
NO RESPONSE	161 10.5	25 7.1	39 12.6	55 11.0	42 11.2	40 9.3	63 9.1	58 14.1
MEAN	46.9	45.6	47.3	47.8	46.7	45.9	47.1	47.6
MEDIAN	46.3	44.8	46.3	47.3	46.0	45.0	46.3	47.5
LOW	17.0	17.0	33.0	30.5	33.8	30.3	17.0	33.8
HIGH	78.0	76.7	68.4	78.0	69.5	67.1	76.7	78.0
STANDARD ERROR OF THE MEAN .	10.7	22.5	23.9	18.9	21.0	20.1	16.2	19.9

19. HOW MANY DAYS ARE SCHEDULED FOR YOUR REGULAR SCHOOL YEAR IN 1970-71
(EXCLUDE SUMMER SCHOOL)

A. TEACHING DAYS

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
	TOTAL SAMPLE	MEN	WOMEN	LESS THAN 30	30-39	40-49	50 OR MORE	ELEMENTARY	SECONDARY
1	2	3	4	5	6	7	8	9	10
LESS THAN 176 DAYS	122	42	80	35	32	...	36	68	54
	8.8	8.5	8.9	7.0	10.1	...	11.5	9.4	8.2
176 - 177 DAYS	88	42	46	24	28	...	13	48	40
	6.3	8.5	5.1	4.8	8.9	...	4.2	6.6	6.0
178 - 179 DAYS	76	31	45	25	17	...	20	39	37
	5.5	6.3	5.0	5.0	5.4	...	6.4	5.4	5.6
180 - 181 DAYS	748	254	494	266	170	...	169	386	362
	53.9	51.6	55.1	53.5	53.8	...	54.0	53.2	54.7
182 - 183 DAYS	114	41	73	49	17	...	31	60	54
	8.2	8.3	8.1	9.9	5.4	...	9.9	8.3	8.2
184 DAYS OR MORE	240	82	158	98	52	...	44	125	115
	17.3	16.7	17.6	19.7	16.5	...	14.1	17.2	17.4
TOTAL	1,388	492	896	497	316	248	313	726	662
	100.0	99.9	99.8	99.9	100.1	...	100.1	100.1	100.1
NO RESPONSE	145	34	111	65	29	22	26	81	64
	9.5	6.5	11.0	11.6	8.4	8.1	7.7	10.0	8.8
MEAN	181	181	181	181	180	180	180	181	181
MEDIAN	180	180	180	180	180	180	180	180	180
LOW	165	165	165	165	165	170	170	165	165
HIGH	200	200	200	200	200	200	200	200	200
STANDARD ERROR OF THE MEAN .	.1	.2	.1	.2	.2	.2	.2	.2	.1

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
	TOTAL SAMPLE	NORTHEAST	SOUTHEAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
LESS THAN 176 DAYS	122	2	47	24	49	21	64	37
	8.8	.6	15.8	5.5	14.7	5.4	10.3	9.8
176 - 177 DAYS	88	...	4	24	60	26	33	29
	6.3	...	1.3	5.5	18.0	6.7	5.3	7.7
178 - 179 DAYS	76	5	8	26	37	26	28	22
	5.5	1.5	2.7	6.0	11.1	6.7	4.5	5.8
180 - 181 DAYS	748	159	201	237	151	194	328	226
	53.9	49.1	67.7	54.7	45.2	50.1	52.7	59.6
182 - 183 DAYS	114	66	11	29	8	22	76	16
	8.2	20.4	3.7	6.7	2.4	5.7	12.2	4.2
184 DAYS OR MORE	240	92	26	93	29	98	93	49
	17.3	28.4	8.8	21.5	8.7	25.3	15.0	12.9
TOTAL	1,388	324	297	433	334	387	622	379
	100.0	100.0	100.0	99.9	100.1	99.9	100.0	100.0
NO RESPONSE	145	27	13	65	40	45	67	33
	9.5	7.7	4.2	13.1	10.7	10.4	9.7	8.0
MEAN	181	182	180	181	179	182	180	180
MEDIAN	180	181	180	180	180	180	180	180
LOW	165	175	170	170	165	165	165	170
HIGH	200	200	200	200	200	200	200	200
STANDARD ERROR OF THE MEAN .	.1	.2	.2	.2	.2	.3	.1	.2

B. OTHER DAYS OF CONTRACT, IF 19A IS ANSWERED

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
NONE	455 32.8	153 31.1	302 33.7	149 30.0	96 30.4	... ...	116 37.1	260 35.8	195 29.5
1 - 2 DAYS	157 11.3	55 11.2	102 11.4	63 12.7	38 12.0	... ...	28 8.9	82 11.3	75 11.3
3 - 4 DAYS	179 12.9	81 16.5	98 10.9	58 11.7	48 15.2	... ...	34 10.9	86 11.8	93 14.0
5 - 6 DAYS	280 20.2	106 21.5	174 19.4	108 21.7	67 21.2	... ...	57 18.2	131 18.0	149 22.5
7 - 8 DAYS	45 3.2	9 1.8	36 4.0	32 6.4	4 1.3	... ...	8 2.6	25 3.4	20 3.0
9 - 10 DAYS	170 12.2	53 10.8	117 13.1	53 10.7	42 13.3	... ...	41 13.1	91 12.5	79 11.9
11 OR MORE DAYS	102 7.3	35 7.1	67 7.5	34 6.8	21 6.6	... ...	29 9.3	51 7.0	51 7.7
TOTAL	1,388 99.9	492 100.0	896 100.0	497 100.0	316 100.0	248 ...	313 100.1	726 99.8	662 99.9
NO RESPONSE	145 9.5	34 6.5	111 11.0	65 11.6	29 8.4	22 8.1	26 7.7	81 10.0	64 8.8
MEAN	4	4	4	4	4	4	5	4	5
MEDIAN	3	3	3	4	4	3	3	3	4
LOW	0	0	0	0	0	0	0	0	0
HIGH	30	27	30	30	20	27	25	25	30
STANDARD ERROR OF THE MEAN	.1	.2	.2	.2	.3	.3	.3	.2	.2

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
NONE	455 32.8	141 43.5	76 25.6	131 30.3	107 32.0	166 42.9	159 25.6	130 34.3
1 - 2 DAYS	157 11.3	61 18.8	7 2.4	48 11.1	41 12.3	26 6.7	85 13.7	46 12.1
3 - 4 DAYS	179 12.9	41 12.7	14 4.7	73 16.9	51 15.3	40 10.3	94 15.1	45 11.9
5 - 6 DAYS	280 20.2	58 17.9	63 21.2	89 20.6	70 21.0	52 13.4	155 24.9	73 19.3
7 - 8 DAYS	45 3.2	5 1.5	12 4.0	17 3.9	11 3.3	14 3.6	21 3.4	10 2.6
9 - 10 DAYS	170 12.2	11 3.4	61 20.5	52 12.0	46 13.8	48 12.4	72 11.6	50 13.2
11 OR MORE DAYS	102 7.3	7 2.2	64 21.5	23 5.3	8 2.4	41 10.6	36 5.8	25 6.6
TOTAL	1,388 99.9	324 100.0	297 99.9	433 100.1	334 100.1	387 99.9	622 100.1	379 100.0
NO RESPONSE	145 9.5	27 7.7	13 4.2	65 13.1	40 10.7	45 10.4	67 9.7	33 8.0
MEAN	4	2	7	4	4	4	4	4
MEDIAN	3	1	5	4	3	3	4	3
LOW	0	0	0	0	0	0	0	0
HIGH	30	20	30	20	27	23	27	30
STANDARD ERROR OF THE MEAN	.1	.2	.4	.2	.2	.3	.2	.2

20. LUNCH PERIOD

A. WHAT IS THE AVERAGE LENGTH OF YOUR LUNCH PERIOD

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
LESS THAN 20 MINUTES	19 1.3	7 1.3	12 1.2	10 1.8	... ...	3 1.1	6 1.8	14 1.8	5 .7
20 - 24 MINUTES	134 8.9	37 7.1	97 9.8	57 10.4	25 7.3	18 6.7	32 9.6	72 9.1	62 8.7
25 - 29 MINUTES	178 11.8	61 11.7	117 11.8	63 11.5	43 12.6	28 10.5	43 12.8	60 7.5	118 16.5
30 - 34 MINUTES	470 31.1	180 34.4	290 29.4	160 29.1	123 36.0	84 31.5	98 29.3	205 25.8	265 37.0
35 - 39 MINUTES	72 4.8	36 6.9	36 3.6	32 5.8	17 5.0	15 5.6	8 2.4	15 1.9	57 8.0
40 - 44 MINUTES	158 10.5	59 11.3	99 10.0	60 10.9	33 9.6	24 9.0	40 11.9	80 10.1	78 10.9
45 - 49 MINUTES	205 13.6	62 11.9	143 14.5	62 11.3	45 13.2	43 16.1	51 15.2	147 18.5	58 8.1
50 - 54 MINUTES	107 7.1	37 7.1	70 7.1	47 8.5	20 5.8	19 7.1	19 5.7	70 8.8	37 5.2
55 - 59 MINUTES	34 2.3	14 2.7	20 2.0	15 2.7	3 .9	8 3.0	8 2.4	18 2.3	16 2.2
60 - 64 MINUTES	123 8.1	28 5.4	95 9.6	39 7.1	31 9.1	24 9.0	27 8.1	104 13.1	19 2.7
65 MINUTES OR MORE	11 .7	2 .4	9 .9	5 .9	2 .6	1 .4	3 .9	10 1.3	1 .1
TOTAL	1,511 100.2	523 100.2	988 99.9	550 100.0	342 100.1	267 100.0	335 100.1	795 100.2	716 100.1
NO RESPONSE	22 1.4	3 .6	19 1.9	12 2.1	3 .9	3 1.1	4 1.2	12 1.5	10 1.4
MEAN	37	36	37	36	36	37	36	39	34
MEDIAN	30	30	30	30	30	35	30	40	30
LOW	10	15	10	10	20	15	15	15	10
HIGH	90	90	75	75	90	75	75	75	90
STANDARD ERROR OF THE MEAN .	.3	.5	.4	.5	.6	.7	.7	.5	.4

A. WHAT IS THE AVERAGE LENGTH OF YOUR LUNCH PERIOD (Continued)

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
I	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
LESS THAN 20 MINUTES	19 1.3	... ...	12 3.9	6 1.2	1 .3	3 .7	9 1.3	7 1.7
20 - 24 MINUTES	134 8.9	22 6.4	61 19.9	40 8.1	11 3.0	29 6.8	68 10.0	37 9.2
25 - 29 MINUTES	178 11.8	55 15.9	52 16.9	48 9.8	23 6.3	47 11.0	80 11.8	51 12.6
30 - 34 MINUTES	470 31.1	95 27.5	127 41.4	146 29.7	102 27.8	131 30.7	219 32.2	120 29.7
35 - 39 MINUTES	72 4.8	8 2.3	11 3.6	22 4.5	31 8.4	17 4.0	28 4.1	27 6.7
40 - 44 MINUTES	158 10.5	45 13.0	14 4.6	55 11.2	44 12.0	49 11.5	66 9.7	43 10.6
45 - 49 MINUTES	205 13.6	46 13.3	14 4.6	64 13.0	81 22.1	69 16.2	88 12.9	48 11.9
50 - 54 MINUTES	107 7.1	35 10.1	8 2.6	33 6.7	31 8.4	38 8.9	46 6.8	23 5.7
55 - 59 MINUTES	34 2.3	3 .9	4 1.3	10 2.0	17 4.6	9 2.1	12 1.8	13 3.2
60 - 64 MINUTES	123 8.1	32 9.3	3 1.0	62 12.6	26 7.1	29 6.8	62 9.1	32 7.9
65 MINUTES OR MORE	11 .7	4 1.2	1 .3	6 1.2	... ...	6 1.4	2 .3	3 .7
TOTAL	1,511 100.2	345 99.9	307 100.1	492 100.0	367 100.0	427 100.1	680 100.0	404 99.9
NO RESPONSE	22 1.4	6 1.7	3 1.0	6 1.2	7 1.9	5 1.2	9 1.3	8 1.9
MEAN	37	38	29	38	39	38	36	36
MEDIAN	30	35	30	35	40	35	30	30
LOW	10	20	15	10	15	15	10	15
HIGH	90	75	90	75	60	75	90	75
STANDARD ERROR OF THE MEAN .	.3	.6	.5	.6	.5	.6	.5	.6

B. DO YOU USUALLY EAT LUNCH WITH YOUR PUPILS. IF YES, WHAT IS THE REASON

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
I	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
YES, ALL THE TIME, OWN PREFERENCE	57 3.7	28 5.3	29 2.9	20 3.6	12 3.5	7 2.6	15 4.5	34 4.3	23 3.2
YES, ALL THE TIME, CUSTOMARY	74 4.9	29 5.5	45 4.5	19 3.4	19 5.6	12 4.4	23 6.8	45 5.6	29 4.0
YES, ALL THE TIME, REQUIRED.	172 11.3	44 8.4	128 12.8	53 9.5	37 10.9	28 10.4	52 15.5	132 16.5	40 5.5
YES, ALL THE TIME, NO REASON GIVEN	16 1.1	2 .4	14 1.4	7 1.3	4 1.2	3 1.1	2 .6	13 1.6	3 .4
YES, ROTATING, OWN PREFERENCE	11 .7	5 1.0	6 .6	7 1.3	2 .6	1 .4	1 .3	6 .8	5 .7
YES, ROTATING, CUSTOMARY ...	14 .9	4 .8	10 1.0	6 1.1	4 1.2	... ...	4 1.2	11 1.4	3 .4
YES, ROTATING, REQUIRED	107 7.0	28 5.3	79 7.9	39 7.0	17 5.0	22 8.1	29 8.6	74 9.3	33 4.6
YES, ROTATING, NO REASON GIVEN	14 .9	3 .6	11 1.1	5 .9	3 .9	2 .7	4 1.2	8 1.0	6 .8
NO	1,056 69.4	381 72.7	675 67.7	402 72.0	243 71.3	195 72.2	206 61.3	477 59.6	579 80.3
TOTAL	1,521 99.9	524 100.0	997 99.9	558 100.1	341 100.2	270 99.9	336 100.0	800 100.1	721 99.9
NO RESPONSE	12 .8	2 .4	10 1.0	4 .7	4 1.2	... ...	3 .9	7 .9	5 .7

8. DO YOU USUALLY EAT LUNCH WITH YOUR PUPILS. IF YES, WHAT IS THE REASON (Continued)

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
YES, ALL THE TIME, OWN PREFERENCE	57 3.7	8 2.3	16 5.2	19 3.8	14 3.8	18 4.2	20 2.9	19 4.6
YES, ALL THE TIME, CUSTOMARY	74 4.9	5 1.4	31 10.1	24 4.8	14 3.8	14 3.3	26 3.8	34 8.3
YES, ALL THE TIME, REQUIRED.	172 11.3	11 3.2	97 31.5	40 8.1	24 6.5	41 9.6	80 11.7	51 12.4
YES, ALL THE TIME, NO REASON GIVEN	16 1.1	... ...	9 2.9	4 .8	3 .8	3 .7	8 1.2	5 1.2
YES, ROTATING, OWN PREFERENCE	11 .7	1 .3	4 1.3	2 .4	4 1.1	5 1.2	4 .6	2 .5
YES, ROTATING, CUSTOMARY ...	14 .9	1 .3	3 1.0	6 1.2	4 1.1	4 .9	2 .3	8 2.0
YES, ROTATING, REQUIRED	107 7.0	24 6.9	21 6.8	31 6.3	31 8.4	17 4.0	40 5.9	50 12.2
YES, ROTATING, NO REASON GIVEN	14 .9	2 .6	5 1.6	2 .4	5 1.4	4 .9	9 1.3	1 .2
NO	1,056 69.4	297 85.1	122 39.6	368 74.2	269 73.1	322 75.2	494 72.3	240 58.5
TOTAL	1,521 99.9	349 100.1	308 100.0	496 100.0	368 100.0	428 100.0	683 100.0	410 99.9
NO RESPONSE	12 .8	2 .6	2 .6	2 .4	6 1.6	4 .9	6 .9	2 .5

21. IS THERE TEAM TEACHING IN YOUR SCHOOL THIS YEAR

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
YES, AND I AM A MEMBER OF OF A TEAM	186 12.4	54 10.4	132 13.5	81 14.6	44 13.1	27 10.1	34 10.5	128 16.4	58 8.1
YES, BUT I AM NOT A MEMBER A TEAM	363 24.2	144 27.7	219 22.3	118 21.3	101 30.0	74 27.6	66 20.3	133 17.1	230 32.0
NO	950 63.4	321 61.8	629 64.2	355 64.1	192 57.0	167 62.3	225 69.2	519 66.5	431 59.9
TOTAL	1,499 100.0	519 99.9	980 100.0	554 100.0	337 100.1	268 100.0	325 100.0	780 100.0	719 100.0
NO RESPONSE	34 2.2	7 1.3	27 2.7	8 1.4	8 2.3	2 .7	14 4.1	27 3.3	7 1.0

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
YES, AND I AM A MEMBER OF OF A TEAM	186 12.4	43 12.4	44 14.6	48 9.9	51 14.0	58 13.8	95 14.1	33 8.2
YES, BUT I AM NOT A MEMBER A TEAM	363 24.2	87 25.1	53 17.6	122 25.1	101 27.7	113 26.9	180 26.7	70 17.3
NO	950 63.4	217 62.5	204 67.8	317 65.1	212 58.2	249 59.3	400 59.3	301 74.5
TOTAL	1,499 100.0	347 100.0	301 100.0	487 100.1	364 99.9	420 100.0	675 100.1	404 100.0
NO RESPONSE	34 2.2	4 1.1	9 2.9	11 2.2	10 2.7	12 2.8	14 2.0	8 1.9

22. DO YOU HAVE TENURE IN YOUR PRESENT SCHOOL DISTRICT

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
YES, TENURE	852 57.6	308 59.5	544 56.5	233 43.1	196 59.0	185 69.5	227 69.2	437 56.8	415 58.5
YES, CONTINUING CONTRACT ONLY	134 9.1	36 6.9	98 10.2	35 6.5	20 6.0	31 11.7	48 14.6	82 10.6	52 7.3
NO	494 33.4	174 33.6	320 33.3	272 50.4	116 34.9	50 18.8	53 16.2	251 32.6	243 34.2
TOTAL	1,480 100.1	518 100.0	962 100.0	540 100.0	332 99.9	266 100.0	328 100.0	770 100.0	710 100.0
NO RESPONSE	53 3.5	8 1.5	45 4.5	22 3.9	13 3.8	4 1.5	11 3.2	37 4.6	16 2.2

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
YES, TENURE	852 57.6	247 71.0	133 45.1	280 58.5	192 53.6	264 63.8	394 59.0	194 48.7
YES, CONTINUING CONTRACT ONLY	134 9.1	2 .6	53 18.0	33 6.9	46 12.8	41 9.9	52 7.8	41 10.3
NO	494 33.4	99 28.4	109 36.9	166 34.7	120 33.5	109 26.3	222 33.2	163 41.0
TOTAL	1,480 100.1	348 100.0	295 100.0	479 100.1	358 99.9	414 100.0	668 100.0	398 100.0
NO RESPONSE	53 3.5	3 .9	15 4.8	19 3.8	16 4.3	18 4.2	21 3.0	14 3.4

23A. DO YOU HAVE TO ATTEND REGULARLY SCHEDULED FACULTY MEETINGS IN YOUR SCHOOL

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN- TARY 9	SECON- DARY 10
YES	1,339 87.7	462 88.2	877 87.5	475 84.8	294 85.2	245 91.4	308 91.7	708 88.2	631 87.3
NO	187 12.3	62 11.8	125 12.5	85 15.2	51 14.8	23 8.6	28 8.3	95 11.8	92 12.7
TOTAL	1,526 100.0	524 100.0	1,002 100.0	560 100.0	345 100.0	268 100.0	336 100.0	803 100.0	723 100.0
NO RESPONSE	7 .5	2 .4	5 .5	2 .4	... ...	2 .7	3 .9	4 .5	3 .4

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH- EAST 3	SOUTH- EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
YES	1,339 87.7	311 89.1	271 87.7	428 86.3	329 88.4	398 92.3	617 89.8	324 79.4
NO	187 12.3	38 10.9	38 12.3	68 13.7	43 11.6	33 7.7	70 10.2	84 20.6
TOTAL	1,526 100.0	349 100.0	309 100.0	496 100.0	372 100.0	431 100.0	687 100.0	408 100.0
NO RESPONSE	7 .5	2 .6	1 .3	2 .4	2 .5	1 .2	2 .3	4 1.0

238. IF YES, HOW MANY FACULTY MEETINGS PER YEAR

	TOTAL SAMPLE	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN	WOMEN	LESS THAN 30	30-39	40-49	50 OR MORE	ELEMEN-TARY	SECON-DARY
1	2	3	4	5	6	7	8	9	10
LESS THAN 5	75	30	45	25	16	...	19	38	37
	6.5	7.2	6.2	6.0	6.3	...	7.4	6.4	6.6
5 - 9	291	105	186	117	65	...	62	137	154
	25.3	25.1	25.5	28.1	25.7	...	24.2	23.2	27.5
10 - 14	342	152	190	118	71	...	74	149	193
	29.8	36.3	26.0	28.3	28.1	...	28.9	25.3	34.5
15 - 19	102	32	70	40	19	...	25	49	53
	8.9	7.6	9.6	9.6	7.5	...	9.8	8.3	9.5
20 - 24	98	27	71	37	21	...	20	56	42
	8.5	6.4	9.7	8.9	8.3	...	7.8	9.5	7.5
25 - 29	34	13	21	11	12	...	5	23	11
	3.0	3.1	2.9	2.6	4.7	...	2.0	3.9	2.0
30 - 34	55	19	36	17	12	...	13	38	17
	4.8	4.5	4.9	4.1	4.7	...	5.1	6.4	3.0
35 OR MORE	152	41	111	52	37	...	38	100	52
	13.2	9.8	15.2	12.5	14.6	...	14.8	16.9	9.3
TOTAL	1,149	419	730	417	253	214	256	590	559
	100.0	100.0	100.0	100.1	99.9	...	100.0	99.9	99.9
NO RESPONSE	384	107	277	145	92	56	83	217	167
	25.0	20.3	27.5	25.8	26.7	20.7	24.5	26.9	23.0
MEAN	16	14	17	15	16	16	16	17	14
MEDIAN	10	10	11	10	10	10	11	12	10
LOW	1	1	1	1	1	1	1	1	1
HIGH	52	50	52	50	52	50	50	52	52
STANDARD ERROR OF THE MEAN .	.3	.5	.4	.5	.7	.7	.7	.5	.4

	TOTAL SAMPLE	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
LESS THAN 5	75	16	...	27	24	15	35	25
	6.5	5.7	...	7.4	8.3	4.3	6.7	9.1
5 - 9	291	67	...	129	56	54	138	99
	25.3	23.9	...	35.2	19.4	15.5	26.3	35.9
10 - 14	342	128	...	106	76	118	152	72
	29.8	45.7	...	29.0	26.4	33.9	29.0	26.1
15 - 19	102	20	...	31	35	34	45	23
	8.9	7.1	...	8.5	12.2	9.8	8.6	8.3
20 - 24	98	21	...	29	17	39	37	22
	8.5	7.5	...	7.9	5.9	11.2	7.0	8.0
25 - 29	34	5	...	7	13	14	14	6
	3.0	1.8	...	1.9	4.5	4.0	2.7	2.2
30 - 34	55	5	...	12	20	23	25	7
	4.8	1.8	...	3.3	6.9	6.6	4.8	2.5
35 OR MORE	152	18	...	25	47	51	79	22
	13.2	6.4	...	6.8	16.3	14.7	15.0	8.0
TOTAL	1,149	280	215	366	288	348	525	276
	100.0	99.9	...	100.0	99.9	100.0	100.1	100.1
NO RESPONSE	384	71	95	132	86	84	164	136
	25.0	20.2	30.6	26.5	23.0	19.4	23.8	33.0
MEAN	16	13	22	13	17	17	16	13
MEDIAN	10	10	20	10	12	12	10	10
LOW	1	1	1	1	1	1	1	1
HIGH	52	52	52	50	50	52	52	46
STANDARD ERROR OF THE MEAN .	.3	.5	.8	.5	.7	.6	.5	.6

23C. IF YES, OF WHAT AVERAGE DURATION ARE THEY IN MINUTES

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
LESS THAN 15 MINUTES	1	1	...	...	...	...	...	...	1
	.1	.2	...	...	...	...	...	...	.2
15 - 29 MINUTES	94	30	64	39	19	...	15	56	38
	7.3	6.7	7.5	8.4	6.8	...	5.0	8.2	6.2
30 - 44 MINUTES	378	115	263	151	75	...	83	210	168
	29.2	25.7	31.0	32.6	27.0	...	27.6	30.7	27.5
45 - 59 MINUTES	238	73	165	99	50	...	48	143	95
	18.4	16.3	19.4	21.4	18.0	...	15.9	20.9	15.5
60 OR MORE MINUTES	585	228	357	174	134	...	155	275	310
	45.1	51.0	42.0	37.6	48.2	...	51.5	40.2	50.7
TOTAL	1,296	447	849	463	278	238	301	684	612
	100.1	99.9	99.9	100.0	100.0	...	100.0	100.0	100.1
NO RESPONSE	237	79	158	99	67	32	38	123	114
	15.5	15.0	15.7	17.6	19.4	11.9	11.2	15.2	15.7
MEAN	51	53	50	48	52	52	52	49	53
MEDIAN	45	60	45	45	50	50	60	45	60
LOW	10	10	15	15	15	10	15	15	10
HIGH	90	90	90	90	90	90	90	90	90
STANDARD ERROR OF THE MEAN .	.6	1.0	.7	.9	1.2	1.4	1.1	.7	.8

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
LESS THAN 15 MINUTES	1	...	1	...	...	1	...	...
	.1	...	.4	...	...	.3	...	...
15 - 29 MINUTES	94	25	23	21	25	20	52	22
	7.3	8.3	8.9	5.0	7.9	5.2	8.7	7.1
30 - 44 MINUTES	378	78	82	126	92	108	186	84
	29.2	25.8	31.8	30.0	29.1	27.9	31.1	27.1
45 - 59 MINUTES	238	55	52	70	61	80	108	50
	18.4	18.2	20.2	16.7	19.3	20.7	18.0	16.1
60 OR MORE MINUTES	585	144	100	203	138	178	253	154
	45.1	47.7	38.8	48.3	43.7	46.0	42.2	49.7
TOTAL	1,296	302	258	420	316	387	599	310
	100.1	100.0	100.1	100.0	100.0	100.1	100.0	100.0
NO RESPONSE	237	49	52	78	58	45	90	102
	15.5	14.0	16.8	15.7	15.5	10.4	13.1	24.8
MEAN	51	51	47	52	51	51	50	52
MEDIAN	45	50	45	50	45	50	45	53
LOW	10	15	10	15	15	10	15	15
HIGH	90	90	90	90	90	90	90	90
STANDARD ERROR OF THE MEAN .	.6	1.1	1.2	1.0	1.2	.9	.9	1.2

24A. MEAN PERCENT OF THE RACIAL OF ETHICAL GROUPS OF THE PUPILS IN CLASSES

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
ORIENTAL AMERICAN	2	2	2	1	2	3	2	2	2
AFRO-AMERICAN	14	14	15	15	15	15	13	17	12
MEXICAN-AMERICAN	4	4	3	3	4	5	3	4	4
OTHER SPANISH-SURNAMED	1	1	1	1	1	1	1	2	1
AMERICAN INDIAN	1	1	1	1	0	1	1	1	1
ALL OTHER PUPILS	78	77	79	79	78	75	80	76	81

24A. MEAN PERCENT OF THE RACIAL OF ETHICAL GROUPS OF THE PUPILS IN CLASSES (Continued)

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
ORIENTAL AMERICAN	2	1	3	1	3	2	1	2
AFRO-AMERICAN	14	15	26	11	9	29	10	6
MEXICAN-AMERICAN	4	0	0	1	13	5	3	3
OTHER SPANISH-SURNAMED	1	2	1	1	1	3	1	0
AMERICAN INDIAN	1	0	0	1	2	0	1	1
ALL OTHER PUPILS	78	82	69	86	72	60	84	87

24B. WHAT RACIAL OR ETHICAL GROUPS REPRESENT THE MAJORITY OF THE PUPILS IN YOUR CLASSES

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
MAJORITY - ORIENTAL-AMERICAN	21 1.5	9 1.8	12 1.3	4 .7	5 1.6	6 2.3	5 1.6	9 1.2	12 1.7
MAJORITY - AFRO-AMERICAN	177 12.3	59 11.7	118 12.6	72 13.3	41 12.9	31 12.1	29 9.3	117 15.6	60 8.7
MAJORITY - MEXICAN-AMERICAN	29 2.0	9 1.8	20 2.1	10 1.9	5 1.6	8 3.1	5 1.6	17 2.3	12 1.7
MAJORITY - OTHER SPANISH-SURNAMED ..	8 .6	1 .2	7 .7	3 .6	3 .9	1 .4	1 .3	7 .9	1 .1
MAJORITY - AMERICAN INDIAN	7 .5	3 .6	4 .4	4 .7	... ...	3 1.2	... ...	4 .5	3 .4
MAJORITY - ALL OTHER PUPILS	1,173 81.5	412 81.7	761 81.4	442 81.9	257 81.1	199 77.7	266 85.5	583 77.7	590 85.6
RACIALLY MIXED	24 1.7	11 2.2	13 1.4	5 .9	6 1.9	8 3.1	5 1.6	13 1.7	11 1.6
TOTAL	1,439 100.1	504 100.0	935 99.9	540 100.0	317 100.0	256 99.9	311 99.9	750 99.9	689 99.8
NO RESPONSE	94 6.1	22 4.2	72 7.1	22 3.9	28 8.1	14 5.2	28 8.3	57 7.1	37 5.1

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
MAJORITY - ORIENTAL-AMERICAN	21 1.5	1 .3	8 2.7	4 .9	8 2.3	8 1.9	5 .8	8 2.1
MAJORITY - AFRO-AMERICAN	177 12.3	47 14.3	63 21.5	44 9.4	23 6.5	117 28.3	42 6.5	18 4.8
MAJORITY - MEXICAN-AMERICAN	29 2.0	... ...	... ...	3 .6	26 7.4	15 3.6	9 1.4	5 1.3
MAJORITY - OTHER SPANISH-SURNAMED ..	8 .6	3 .9	3 1.0	2 .4	... ...	7 1.7	1 .2	... ...
MAJORITY - AMERICAN INDIAN	7 .5	... ...	... ...	1 .2	6 1.7	... ...	5 .8	2 .5
MAJORITY - ALL OTHER PUPILS	1,173 81.5	275 83.8	216 73.7	409 87.8	273 77.6	255 61.7	579 89.1	339 90.2
RACIALLY MIXED	24 1.7	2 .6	3 1.0	3 .6	16 4.5	11 2.7	9 1.4	4 1.1
TOTAL	1,439 100.1	328 99.9	293 99.9	466 99.9	352 100.0	413 99.9	650 100.2	376 100.0
NO RESPONSE	94 6.1	23 6.6	17 5.5	32 6.4	22 5.9	19 4.4	39 5.7	36 8.7

25. WHAT IS THE SEX OF YOUR PRINCIPAL

	TOTAL	S E X		A G E I N Y E A R S				EMPLOYMENT STATUS	
1	SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
MALE	1,361	502	859	498	307	243	298	644	717
	89.1	95.4	85.7	88.6	89.2	90.7	88.4	80.3	98.8
FEMALE	167	24	143	64	37	25	39	158	9
	10.9	4.6	14.3	11.4	10.8	9.3	11.6	19.7	1.2
TOTAL	1,528	526	1,002	562	344	268	337	802	726
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO RESPONSE	5	...	5	...	1	2	2	5	...
	.3	...	.5	...	.3	.7	.6	.6	...

	TOTAL	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
MALE	1,361	301	278	436	346	340	640	381
	89.1	85.8	89.7	88.1	93.0	79.1	93.0	92.9
FEMALE	167	50	32	59	26	90	48	29
	10.9	14.2	10.3	11.9	7.0	20.9	7.0	7.1
TOTAL	1,528	351	310	495	372	430	688	410
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO RESPONSE	5	...	...	3	2	2	1	2
	.3	...	...	.6	.5	.5	.1	.5

26. FROM WHICH OF THE FOLLOWING ETHNIC OR RACIAL GROUPS IS YOUR PRINCIPAL

	TOTAL	S E X		A G E I N Y E A R S				EMPLOYMENT STATUS	
1	SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
ORIENTAL-AMERICAN	32	12	20	10	8	6	8	19	13
	2.2	2.3	2.1	1.8	2.4	2.3	2.5	2.5	1.8
AFRO-AMERICAN	85	25	60	27	25	13	16	57	28
	5.7	4.8	6.2	4.9	7.6	4.9	5.0	7.4	4.0
MEXICAN-AMERICAN	7	3	4	...	2	3	2	4	3
	.5	.6	.4	...	.6	1.1	.6	.5	.4
OTHER SPANISH-SURNAMED	4	2	2	2	...	2	...	3	1
	.3	.4	.2	.4	...	.8	...	.4	.1
AMERICAN INDIAN	7	2	5	1	3	2	1	1	6
	.5	.4	.5	.2	.9	.8	.3	.1	.8
OTHER	1,344	472	872	511	290	240	293	688	656
	90.9	91.5	90.6	92.7	88.4	90.2	91.6	89.1	92.8
TOTAL	1,479	516	963	551	328	266	320	772	707
	100.1	100.0	100.0	100.0	99.9	100.1	100.0	100.0	99.9
NO RESPONSE	54	10	44	11	17	4	19	35	19
	3.5	1.9	4.4	2.0	4.9	1.5	5.6	4.3	2.6

	TOTAL	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
ORIENTAL-AMERICAN	32	1	13	6	12	10	9	13
	2.2	.3	4.4	1.3	3.3	2.4	1.4	3.3
AFRO-AMERICAN	85	19	44	13	9	51	28	6
	5.7	5.5	14.9	2.7	2.5	12.1	4.2	1.5
MEXICAN-AMERICAN	7	...	...	...	7	2	4	1
	.5	...	...	...	1.9	.5	.6	.3
OTHER SPANISH-SURNAMED	4	2	...	1	1	3	1	...
	.3	.6	...	.2	.3	.7	.2	...
AMERICAN INDIAN	7	...	1	3	3	2	2	3
	.5	...	.3	.6	.8	.5	.3	.8
OTHER	1,344	324	238	452	330	355	622	367
	90.9	93.6	80.4	95.2	91.2	83.9	93.4	94.1
TOTAL	1,479	346	296	475	362	423	666	390
	100.1	100.0	100.0	100.0	100.0	100.1	100.1	100.0
NO RESPONSE	54	5	14	23	12	9	23	22
	3.5	1.4	4.5	4.6	3.2	2.1	3.3	5.3

27. OF WHAT ECONOMIC CLASS DO YOU CONSIDER THE MAJORITY OF YOUR PUPILS TO BE MEMBERS

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
UPPER CLASS	14 .9	4 .8	10 1.0	3 .5	2 .6	2 .7	4 1.2	7 .9	7 1.0
UPPER MIDDLE CLASS	334 21.9	121 23.1	213 21.3	124 22.3	78 22.7	59 21.9	71 21.1	169 21.1	165 22.9
LOWER MIDDLE CLASS	560 36.8	211 40.3	349 34.9	230 41.4	125 36.4	92 34.1	109 32.3	287 35.8	273 37.8
LOWER CLASS	231 15.2	74 14.1	157 15.7	100 18.0	45 13.1	45 16.7	37 11.0	153 19.1	78 10.8
MIXED ECONOMIC CLASSES	384 25.2	113 21.6	271 27.1	99 17.8	93 27.1	72 26.7	116 34.4	185 23.1	199 27.6
TOTAL	1,523 100.0	523 99.9	1,000 100.0	556 100.0	343 99.9	270 100.1	337 100.0	801 100.0	722 100.1
NO RESPONSE	10 .7	3 .6	7 .7	6 1.1	2 .6	... ...	2 .6	6 .7	4 .6

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
UPPER CLASS	14 .9	7 2.0	2 .7	3 .6	2 .5	4 .9	10 1.5	... ...
UPPER MIDDLE CLASS	334 21.9	102 29.2	45 14.7	110 22.2	77 20.8	79 18.3	182 26.7	73 17.8
LOWER MIDDLE CLASS	560 36.8	115 33.0	109 35.5	208 41.9	128 34.5	143 33.2	238 34.9	179 43.7
LOWER CLASS	231 15.2	54 15.5	50 16.3	60 12.1	67 18.1	123 28.5	72 10.6	36 8.8
MIXED ECONOMIC CLASSES	384 25.2	71 20.3	101 32.9	115 23.2	97 26.1	82 19.0	180 26.4	122 29.8
TOTAL	1,523 100.0	349 100.0	307 100.1	496 100.0	371 100.0	431 99.9	682 100.1	410 100.1
NO RESPONSE	10 .7	2 .6	3 1.0	2 .4	3 .8	1 .2	7 1.0	2 .5

28. HOW WOULD YOU DESCRIBE THE LOCATION OF YOUR SCHOOL

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
CITY, LESS THAN 250,000 POPULATION	208 13.6	68 12.9	140 13.9	63 11.2	54 15.7	42 15.6	47 13.9	113 14.0	95 13.1
INNER CORE OF CITY, HAVING A POPULATION OF 250,000 OR MORE	163 10.6	58 11.0	105 10.4	63 11.2	33 9.6	30 11.1	34 10.0	93 11.5	70 9.6
OTHER PART OF CITY, HAVING A POPULATION OF 250,000 OR MORE	156 10.2	53 10.1	103 10.2	50 8.9	43 12.5	31 11.5	30 8.8	93 11.5	63 8.7
SUBURBAN	374 24.4	127 24.1	247 24.5	149 26.5	84 24.3	72 26.7	64 18.9	167 20.7	207 28.5
SMALL TOWN	429 28.0	139 26.4	290 28.8	146 26.0	87 25.2	68 25.2	123 36.3	240 29.7	189 26.0
RURAL	203 13.2	81 15.4	122 12.1	91 16.2	44 12.8	27 10.0	41 12.1	101 12.5	102 14.0
TOTAL	1,533 100.0	526 99.9	1,007 99.9	562 100.0	345 100.1	270 100.1	339 100.0	807 99.9	726 99.9

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
CITY, LESS THAN 250,000 POPULATION	208 13.6	34 9.7	38 12.3	72 14.5	64 17.1	97 22.5	98 14.2	13 3.2
INNER CORE OF CITY, HAVING A POPULATION OF 250,000 OR MORE	163 10.6	46 13.1	22 7.1	52 10.4	43 11.5	124 28.7	38 5.5	1 .2
OTHER PART OF CITY, HAVING A POPULATION OF 250,000 OR MORE	156 10.2	29 8.3	28 9.0	43 8.6	56 15.0	107 24.8	47 6.8	2 .5
SUBURBAN	374 24.4	153 43.6	43 13.9	96 19.3	82 21.9	74 17.1	251 36.4	49 11.9
SMALL TOWN	429 28.0	54 15.4	121 39.0	168 33.7	86 23.0	22 5.1	193 28.0	214 51.9
RURAL	203 13.2	35 10.0	58 18.7	67 13.5	43 11.5	8 1.9	62 9.0	133 32.3
TOTAL	1,533 100.0	351 100.1	310 100.0	498 100.0	374 100.0	432 100.1	689 99.9	412 100.0

31A. DO YOU CURRENTLY HAVE ONE OR MORE UNCERTIFIED PERSONS SERVING AS TEACHER AIDES TO ASSIST YOU

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
YES, I HAVE A TEACHER AIDE ASSIGNED TO ASSIST ME ALONE	69 4.6	12 2.3	57 5.8	29 5.2	16 4.7	8 3.1	16 4.8	58 7.4	11 1.5
YES, I HAVE A TEACHER AIDE WHO ALSO ASSISTS OTHER TEACHERS	357 23.8	82 15.9	275 28.0	136 24.5	79 23.3	54 20.6	86 26.1	260 33.2	97 13.6
YES, BOTH OF THE ABOVE	14 .9	4 .8	10 1.0	9 1.6	2 .6	2 .8	1 .3	10 1.3	4 .6
NO, I DO NOT HAVE A TEACHER AIDE	1,058 70.6	418 81.0	640 65.2	380 68.6	242 71.4	198 75.6	227 68.8	456 58.2	602 84.3
TOTAL	1,498 99.9	516 100.0	982 100.0	554 99.9	339 100.0	262 100.1	330 100.0	784 100.1	714 100.0
NO RESPONSE	35 2.3	10 1.9	25 2.5	8 1.4	6 1.7	8 3.0	9 2.7	23 2.9	12 1.7

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
YES, I HAVE A TEACHER AIDE ASSIGNED TO ASSIST ME ALONE	69 4.6	12 3.5	7 2.3	18 3.7	32 8.7	23 5.5	31 4.6	15 3.8
YES, I HAVE A TEACHER AIDE WHO ALSO ASSISTS OTHER TEACHERS	357 23.8	90 26.2	73 24.2	119 24.4	75 20.5	96 22.7	174 25.7	87 21.8
YES, BOTH OF THE ABOVE	14 .9	3 .9	3 1.0	5 1.0	3 .8	4 .9	6 .9	4 1.0
NO, I DO NOT HAVE A TEACHER AIDE	1,058 70.6	238 69.4	219 72.5	345 70.8	256 69.9	299 70.9	465 68.8	294 73.5
TOTAL	1,498 99.9	343 100.0	302 100.0	487 99.9	366 99.9	422 100.0	676 100.0	400 100.1
NO RESPONSE	35 2.3	8 2.3	8 2.6	11 2.2	8 2.1	10 2.3	13 1.9	12 2.9

31B. IF YES, LIST ALL THE KINDS OF ASSISTANCE PERFORMED BY THE AIDE(S)

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
HELP WITH INSTRUCTION OF SMALL GROUPS	147	...	121	...	...	...	...	132	...
	34.0	...	35.9	...	...	...	...	40.9	...
HELP WITH INSTRUCTION OF INDIVIDUALS	141	...	116	...	...	...	...	126	...
	32.6	...	34.4	...	...	...	...	39.0	...
HELP WITH LUNCH DUTY	169	...	137	...	...	...	...	150	...
	39.1	...	40.7	...	...	...	...	46.4	...
HELP WITH BUS DUTY	63	...	58	...	...	...	...	59	...
	14.6	...	17.2	...	...	...	...	18.3	...
HELP WITH PLAYGROUND DUTY ..	145	...	131	...	...	...	...	139	...
	33.6	...	38.9	...	...	...	...	43.0	...
SECRETARIAL HELP	297	...	228	...	...	...	...	204	...
	68.8	...	67.7	...	...	...	...	63.2	...
HELP WITH GRADING PAPERS (OBJECTIVE ANSWERS ONLY)	171	...	132	...	...	...	...	134	...
	39.6	...	39.2	...	...	...	...	41.5	...
HELP WITH GRADING PAPERS (ESSAY QUESTIONS, THEMES, ETC.)	26	...	18	...	...	...	...	18	...
	6.0	...	5.3	...	...	...	...	5.6	...
PREPARATION OF INSTRUCTIONAL RESOURCES	118	...	89	...	...	...	...	89	...
	27.3	...	26.4	...	...	...	...	27.6	...
USE OF INSTRUCTIONAL RESOURCES	87	...	69	...	...	...	...	69	...
	20.1	...	20.5	...	...	...	...	21.4	...
ASSISTANCE WITH CLASSROOM ENVIRONMENT	138	...	114	...	...	...	...	116	...
	31.9	...	33.8	...	...	...	...	35.9	...
OTHER	17	...	15	...	...	...	...	13	...
	3.9	...	4.5	...	...	...	...	4.0	...
TOTAL	432	95	337	171	96	62	101	323	109
	...	...	...	...	...	...	...	...	...
NO RESPONSE	1,101	431	670	391	249	208	238	484	617
	71.8	81.9	66.5	69.6	72.2	77.0	70.2	60.0	85.0

	TOTAL SAMPLE	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
HELP WITH INSTRUCTION OF SMALL GROUPS	147	...	...	...	...	...	...	...
	34.0	...	...	...	...	...	...	...
HELP WITH INSTRUCTION OF INDIVIDUALS	141	...	...	...	...	...	...	...
	32.6	...	...	...	...	...	...	...
HELP WITH LUNCH DUTY	169	...	...	...	...	...	...	...
	39.1	...	...	...	...	...	...	...
HELP WITH BUS DUTY	63	...	...	...	...	...	...	...
	14.6	...	...	...	...	...	...	...
HELP WITH PLAYGROUND DUTY ..	145	...	...	...	...	...	...	...
	33.6	...	...	...	...	...	...	...
SECRETARIAL HELP	297	...	...	...	...	...	...	...
	68.8	...	...	...	...	...	...	...
HELP WITH GRADING PAPERS (OBJECTIVE ANSWERS ONLY)	171	...	...	...	...	...	...	...
	39.6	...	...	...	...	...	...	...
HELP WITH GRADING PAPERS (ESSAY QUESTIONS, THEMES, ETC.)	26	...	...	...	...	...	...	...
	6.0	...	...	...	...	...	...	...
PREPARATION OF INSTRUCTIONAL RESOURCES	118	...	...	...	...	...	...	...
	27.3	...	...	...	...	...	...	...
USE OF INSTRUCTIONAL RESOURCES	87	...	...	...	...	...	...	...
	20.1	...	...	...	...	...	...	...
ASSISTANCE WITH CLASSROOM ENVIRONMENT	138	...	...	...	...	...	...	...
	31.9	...	...	...	...	...	...	...
OTHER	17	...	...	...	...	...	...	...
	3.9	...	...	...	...	...	...	...
TOTAL	432	105	82	139	106	122	207	103
	...	...	...	...	...	...	...	...
NO RESPONSE	1,101	246	228	359	268	310	482	309
	71.8	70.1	73.5	72.1	71.7	71.8	70.0	75.0

32. WHAT IS YOUR AGE

1	TOTAL SAMPLE 2	SEX MEN 3	SEX WOMEN 4	AGE IN YEARS LESS THAN 30 5	AGE IN YEARS 30-39 6	AGE IN YEARS 40-49 7	AGE IN YEARS 50 OR MORE 8	EMPLOYMENT STATUS ELEMENTARY 9	EMPLOYMENT STATUS SECONDARY 10
UNDER 30	562	201	361	562	...	...	...	283	279
	37.1	38.4	36.4	100.0	...	...	...	35.6	38.7
30 - 39	345	154	191	...	345	...	...	158	187
	22.8	29.4	19.3	...	100.0	...	...	19.9	25.9
40 - 49	270	101	169	...	...	270	...	136	134
	17.8	19.3	17.0	...	...	100.0	...	17.1	18.6
50 AND OVER	338	67	271	...	...	...	338	217	121
	22.3	12.8	27.3	...	...	...	100.0	27.3	16.8
TOTAL	1,515	523	992	562	345	270	338	794	721
	100.0	99.9	100.0	100.0	100.0	100.0	100.0	99.9	100.0
NO RESPONSE	18	3	15	...	...	...	1	13	5
	1.2	.6	1.5	...	...	...	.3	1.6	.7
MEAN	38	36	39	25	34	44	57	39	36
MEDIAN	35	33	37	25	35	44	57	37	33
LOW	20	20	21	20	30	40	50	21	20
HIGH	71	71	70	29	39	49	71	71	70
STANDARD ERROR OF THE MEAN .	.3	.5	.4	.1	.2	.2	.3	.5	.4

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION NORTH-EAST 3	GEOGRAPHICAL REGION SOUTH-EAST 4	GEOGRAPHICAL REGION MIDDLE 5	GEOGRAPHICAL REGION WEST 6	SIZE OF SCHOOL SYSTEM LARGE 7	SIZE OF SCHOOL SYSTEM MEDIUM 8	SIZE OF SCHOOL SYSTEM SMALL 9
UNDER 30	562	148	101	200	113	156	251	155
	37.1	43.0	33.1	40.5	30.4	36.7	36.8	38.0
30 - 39	345	69	68	107	101	110	149	86
	22.8	20.1	22.3	21.7	27.2	25.9	21.8	21.1
40 - 49	270	63	53	72	82	89	121	60
	17.8	18.3	17.4	14.6	22.0	20.9	17.7	14.7
50 AND OVER	338	64	83	115	76	70	161	107
	22.3	18.6	27.2	23.3	20.4	16.5	23.6	26.2
TOTAL	1,515	344	305	494	372	425	682	408
	100.0	100.0	100.0	100.1	100.0	100.0	99.9	100.0
NO RESPONSE	18	7	5	4	2	7	7	4
	1.2	2.0	1.6	.8	.5	1.6	1.0	1.0
MEAN	38	37	39	38	39	37	38	38
MEDIAN	35	33	37	33	37	35	36	35
LOW	20	21	20	21	22	21	20	21
HIGH	71	70	68	71	70	68	71	70
STANDARD ERROR OF THE MEAN .	.3	.7	.7	.6	.6	.6	.5	.7

33. WHAT IS YOUR SEX

1	TOTAL SAMPLE 2	SEX MEN 3	SEX WOMEN 4	AGE IN YEARS LESS THAN 30 5	AGE IN YEARS 30-39 6	AGE IN YEARS 40-49 7	AGE IN YEARS 50 OR MORE 8	EMPLOYMENT STATUS ELEMENTARY 9	EMPLOYMENT STATUS SECONDARY 10
MALE	526	526	...	201	154	101	67	130	396
	34.3	100.0	...	35.8	44.6	37.4	19.8	16.1	54.5
FEMALE	1,007	...	1,007	361	191	169	272	677	330
	65.7	...	100.0	64.2	55.4	62.6	80.2	83.9	45.5
TOTAL	1,533	526	1,007	562	345	270	339	807	726
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

	TOTAL SAMPLE	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
MALE	526 34.3	116 33.0	74 23.9	187 37.6	149 39.8	145 33.6	233 33.8	148 35.9
FEMALE	1,007 65.7	235 67.0	236 76.1	311 62.4	225 60.2	287 66.4	456 66.2	264 64.1
TOTAL	1,533 100.0	351 100.0	310 100.0	498 100.0	374 100.0	432 100.0	689 100.0	412 100.0

34. WHAT IS YOUR MARITAL STATUS

	TOTAL SAMPLE	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
SINGLE	298 19.5	80 15.2	218 21.6	177 31.5	49 14.2	24 8.9	43 12.7	160 19.9	138 19.0
MARRIED	1,102 71.9	428 81.5	674 66.9	375 66.7	267 77.4	219 81.1	230 67.8	558 69.2	544 74.9
WIDOWED, DIVORCED, OR SEPARATED	132 8.6	17 3.2	115 11.4	10 1.8	29 8.4	27 10.0	66 19.5	88 10.9	44 6.1
TOTAL	1,532 100.0	525 99.9	1,007 99.9	562 100.0	345 100.0	270 100.0	339 100.0	806 100.0	726 100.0
NO RESPONSE	1 .1	1 .2	... ...	... ...	... ...	... ...	... ...	1 .1	... ...

	TOTAL SAMPLE	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
SINGLE	298 19.5	98 27.9	47 15.2	100 20.1	53 14.2	100 23.1	117 17.0	81 19.7
MARRIED	1,102 71.9	233 66.4	222 71.6	355 71.4	292 78.1	287 66.4	515 74.9	300 72.8
WIDOWED, DIVORCED, OR SEPARATED	132 8.6	20 5.7	41 13.2	42 8.5	29 7.8	45 10.4	56 8.1	31 7.5
TOTAL	1,532 100.0	351 100.0	310 100.0	497 100.0	374 100.1	432 99.9	688 100.0	412 100.0
NO RESPONSE	1 .1	... ...	... ...	1 .2	... ...	... ...	1 .1	... ...

35. IF YOU ARE MARRIED, IS YOUR HUSBAND OR WIFE GAINFULLY EMPLOYED

	TOTAL SAMPLE	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
YES, EMPLOYED FULL TIME	743 48.5	173 33.0	570 56.6	265 47.2	171 49.6	155 57.4	145 42.8	422 52.4	321 44.2
YES, EMPLOYED PART TIME	91 5.9	63 12.0	28 2.8	32 5.7	25 7.2	16 5.9	18 5.3	35 4.3	56 7.7
NO, BUT DRAWS RETIREMENT PAY	35 2.3	2 .4	33 3.3	... ...	1 .3	3 1.1	28 8.3	24 3.0	11 1.5
NO, BUT IS DISABLED AND DRAWS INSURANCE OR DISABILITY RETIREMENT BENEFITS	8 .5	1 .2	7 .7	... ...	1 .3	... ...	7 2.1	6 .7	2 .3
NO, NOT GAINFULLY EMPLOYED AT PRESENT	224 14.6	189 36.0	35 3.5	78 13.9	68 19.7	45 16.7	32 9.4	70 8.7	154 21.2
NOT INDICATED	1 .1	... ...	1 .1	... ...	1 .3	... ...	... ...	1 .1	... ...
NOT APPLICABLE	430 28.1	97 18.5	333 33.1	187 33.3	78 22.6	51 18.9	109 32.2	248 30.8	182 25.1
TOTAL	1,532 100.0	525 100.1	1,007 100.1	562 100.1	345 100.0	270 100.0	339 100.1	806 100.0	726 100.0
NO RESPONSE	1 .1	1 .2	... ...	... ...	... ...	... ...	... ...	1 .1	... ...

35. IF YOU ARE MARRIED, IS YOUR HUSBAND OR WIFE GAINFULLY EMPLOYED (Continued)

	TOTAL SAMPLE	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
YES, EMPLOYED FULL TIME	743	152	173	221	197	191	357	195
	48.5	43.3	55.8	44.5	52.7	44.2	51.9	47.3
YES, EMPLOYED PART TIME	91	24	12	39	16	23	42	26
	5.9	6.8	3.9	7.8	4.3	5.3	6.1	6.3
NO, BUT DRAWS RETIREMENT PAY	35	11	7	7	10	11	11	13
	2.3	3.1	2.3	1.4	2.7	2.5	1.6	3.2
NO, BUT IS DISABLED AND DRAWS INSURANCE OR DISABILITY RETIREMENT BENEFITS	8	...	3	2	3	1	5	2
	.5	...	1.0	.4	.8	.2	.7	.5
NO, NOT GAINFULLY EMPLOYED AT PRESENT	224	46	26	86	66	61	99	64
	14.6	13.1	8.4	17.3	17.6	14.1	14.4	15.5
NOT INDICATED	1	...	1	...	...	...	1	...
	.1	...	.3	...	...	...	.1	...
NOT APPLICABLE	430	118	88	142	82	145	173	112
	28.1	33.6	28.4	28.6	21.9	33.6	25.1	27.2
TOTAL	1,532	351	310	497	374	432	688	412
	100.0	99.9	100.1	100.0	100.0	99.9	99.9	100.0
NO RESPONSE	1	...	...	1	...	...	1	...
	.1	...	...	.2	...	...	.1	...

36. IF YOU ARE MARRIED, AND IF YOUR HUSBAND OR WIFE IS EMPLOYED FULL TIME, IS THIS EMPLOYMENT IN THE TEACHING PROFESSION

	TOTAL SAMPLE	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN	WOMEN	LESS THAN 30	30-39	40-49	50 OR MORE	ELEMENTARY	SECONDARY
1	2	3	4	5	6	7	8	9	10
YES, IN THE SAME SCHOOL SYSTEM	149	64	85	65	33	28	22	67	82
	9.7	12.2	8.4	11.6	9.6	10.4	6.5	8.3	11.3
YES, NOT IN THE SAME SCHOOL SYSTEM	106	46	60	43	33	13	16	36	70
	6.9	8.8	6.0	7.7	9.6	4.8	4.7	4.5	9.6
YES, BUT NOT ANSWERED ON THE SCHOOL SYSTEM	1	1	...	...	...	1	...	1	...
	.1	.2	...	...	...	.4	...	.1	...
NO	486	62	424	157	105	113	106	317	169
	31.7	11.8	42.1	27.9	30.4	41.9	31.3	39.3	23.3
NOT INDICATED	1	...	1	...	...	...	1	1	...
	.1	...	.1	...	...	...	.3	.1	...
NOT APPLICABLE	789	352	437	297	174	115	194	384	405
	51.5	67.0	43.4	52.8	50.4	42.6	57.2	47.6	55.8
TOTAL	1,532	525	1,007	562	345	270	339	806	726
	100.0	100.0	100.0	100.0	100.0	100.1	100.0	99.9	100.0
NO RESPONSE	1	1	...	...	...	...	...	1	...
	.1	.2	...	...	...	...	...	.1	...

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	SIZE OF SCHOOL SYSTEM LARGE 7	MEDIUM 8	SMALL 9
YES, IN THE SAME SCHOOL SYSTEM	149	30	42	33	44	47	67	35
	9.7	8.5	13.5	6.6	11.8	10.9	9.7	8.5
YES, NOT IN THE SAME SCHOOL SYSTEM	106	24	19	30	33	15	62	29
	6.9	6.8	6.1	6.0	8.8	3.5	9.0	7.0
YES, BUT NOT ANSWERED ON THE SCHOOL SYSTEM	1	1	...	...	...	1	...	...
	.1	.3	...	...	...	.2	...	...
NO	486	97	111	158	120	128	227	131
	31.7	27.6	35.8	31.8	32.1	29.6	33.0	31.8
NOT INDICATED	1	...	1	...	...	...	1	...
	.1	...	.3	...	...	...	.1	...
NOT APPLICABLE	789	199	137	276	177	241	331	217
	51.5	56.7	44.2	55.5	47.3	55.8	48.1	52.7
TOTAL	1,532	351	310	497	374	432	688	412
	100.0	99.9	99.9	99.9	100.0	100.0	99.9	100.0
NO RESPONSE	1	...	...	1	...	...	1	...
	.1	...	...	.2	...	...	.1	...

37A. HOW MANY CHILDREN DO YOU HAVE

1	TOTAL SAMPLE 2	SEX MEN 3	WOMEN 4	AGE IN YEARS LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	EMPLOYMENT STATUS ELEMEN-TARY 9	SECON-DARY 10
NONE OR NOT INDICATED	663	181	482	425	96	46	86	361	302
	43.2	34.4	47.9	75.6	27.8	17.0	25.4	44.7	41.6
ONE	227	95	132	84	52	30	57	119	108
	14.8	18.1	13.1	14.9	15.1	11.1	16.8	14.7	14.9
TWO	301	113	188	43	104	66	87	158	143
	19.6	21.5	18.7	7.7	30.1	24.4	25.7	19.6	19.7
THREE	192	79	113	9	58	59	64	88	104
	12.5	15.0	11.2	1.6	16.8	21.9	18.9	10.9	14.3
FOUR	86	28	58	1	18	35	32	45	41
	5.6	5.3	5.8	.2	5.2	13.0	9.4	5.6	5.6
FIVE	39	17	22	...	10	20	9	19	20
	2.5	3.2	2.2	...	2.9	7.4	2.7	2.4	2.8
SIX	14	7	7	...	4	7	3	8	6
	.9	1.3	.7	...	1.2	2.6	.9	1.0	.8
SEVEN OR MORE	11	6	5	...	3	7	1	9	2
	.7	1.1	.5	...	.9	2.6	.3	1.1	.3
TOTAL	1,533	526	1,007	562	345	270	339	807	726
	99.8	99.9	100.1	100.0	100.0	100.0	100.1	100.0	100.0
MEAN	2	2	2	1	2	3	2	2	2
MEDIAN	2	2	2	1	2	3	2	2	2
LOW	1	1	1	1	1	1	1	1	1
HIGH	9	9	9	4	9	9	8	9	8
STANDARD ERROR OF THE MEAN .	.0	.1	.1	.1	.1	.1	.1	.1	.1

37A. HOW MANY CHILDREN DO YOU HAVE (Continued)

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYST M		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
NONE OR NOT INDICATED	663	187	131	210	135	198	314	151
	43.2	53.3	42.3	42.2	36.1	45.8	45.6	36.7
ONE	227	43	54	69	61	77	92	58
	14.8	12.3	17.4	13.9	16.3	17.8	13.4	14.1
TWO	301	60	64	100	77	61	141	99
	19.6	17.1	20.6	20.1	20.6	14.1	20.5	24.0
THREE	192	36	35	64	57	58	79	55
	12.5	10.3	11.3	12.9	15.2	13.4	11.5	13.3
FOUR	86	10	15	34	27	22	39	25
	5.6	2.8	4.8	6.8	7.2	5.1	5.7	6.1
FIVE	39	12	6	14	7	6	14	19
	2.5	3.4	1.9	2.8	1.9	1.4	2.0	4.6
SIX	14	2	4	3	5	5	6	3
	.9	.6	1.3	.6	1.3	1.2	.9	.7
SEVEN OR MORE	11	1	1	4	5	5	4	2
	.7	.3	.3	.8	1.3	1.2	.6	.5
TOTAL	1,533	351	310	498	374	432	689	412
	99.8	100.1	99.9	100.1	99.9	100.0	100.2	100.0
MEAN	2	2	2	2	3	2	2	2
MEDIAN	2	2	2	2	2	2	2	2
LOW	1	1	1	1	1	1	1	1
HIGH	9	8	7	9	9	9	9	8
STANDARD ERROR OF THE MEAN .	.0	.1	.1	.1	.1	.1	.1	.1

37B. AGES OF YOUR CHILDREN

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
ALL UNDER 6 YEARS OF AGE ...	161	105	56	...	...	...	...	61	100
	18.5	30.4	10.7	...	...	...	...	13.7	23.6
ALL BETWEEN 6 - 11 YEARS ...	88	36	52	...	...	...	3	49	39
	10.1	10.4	9.9	...	...	...	1.2	11.0	9.2
ALL BETWEEN 12 - 17 YEARS ..	61	26	35	...	...	...	12	31	30
	7.0	7.5	6.7	...	...	...	4.7	7.0	7.1
ALL 18 OR OVER	232	36	196	...	...	...	190	151	81
	26.7	10.4	37.3	...	...	...	75.1	33.9	19.1
SOME UNDER 6 AND SOME 6-11 .	81	51	30	...	...	...	1	32	49
	9.3	14.8	5.7	...	...	...	.4	7.2	11.6
SOME UNDER 6, SOME 6-11 AND SOME 12-17	24	14	10	...	...	...	1	12	12
	2.8	4.1	1.9	...	...	...	.4	2.7	2.8
SOME 6-11 AND SOME 12-17 ..	66	28	38	...	...	...	1	24	42
	7.6	8.1	7.2	...	...	...	.4	5.4	9.9
SOME 12-17 AND SOME 18 OR OVER	96	22	74	...	...	...	40	57	39
	11.0	6.4	14.1	...	...	...	15.8	12.8	9.2
OTHER COMBINATIONS	61	27	34	...	...	...	5	29	32
	7.0	7.8	6.5	...	...	...	2.0	6.5	7.5
TOTAL	870	345	525	137	249	224	253	446	424
	100.0	99.9	100.0	...	...	...	100.0	100.2	100.0
NO RESPONSE	663	181	482	425	96	46	86	361	302
	43.2	34.4	47.9	75.6	27.8	17.0	25.4	44.7	41.6

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
I	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
ALL UNDER 6 YEARS OF AGE ...	161 18.5	... ...	... ...	62 21.5	... ...	... ...	64 17.1	53 20.3
ALL BETWEEN 6 - 11 YEARS ...	88 10.1	... ...	... ...	20 6.9	... ...	... ...	35 9.3	24 9.2
ALL BETWEEN 12 - 17 YEARS ..	61 7.0	... ...	... ...	19 6.6	... ...	... ...	25 6.7	13 5.0
ALL 18 OR OVER	232 26.7	... ...	... ...	76 26.4	... ...	... ...	104 27.7	75 28.7
SOME UNDER 6 AND SOME 6-11 .	81 9.3	... ...	... ...	31 10.8	... ...	... ...	28 7.5	30 11.5
SOME UNDER 6, SOME 6-11 AND SOME 12-17	24 2.8	... ...	... ...	8 2.8	... ...	... ...	7 1.9	9 3.4
SOME 6-11 AND SOME 12-17 ..	66 7.6	... ...	... ...	16 5.6	... ...	... ...	29 7.7	22 8.4
SOME 12-17 AND SOME 18 OR OVER	96 11.0	... ...	... ...	40 13.9	... ...	... ...	54 14.4	16 6.1
OTHER COMBINATIONS	61 7.0	... ...	... ...	16 5.6	... ...	... ...	29 7.7	19 7.3
TOTAL	870 100.0	164 ...	179 ...	288 100.1	239 ...	234 ...	375 100.0	261 99.9
NO RESPONSE	663 43.2	187 53.3	131 42.3	210 42.2	135 36.1	198 45.8	314 45.6	151 36.7

38A. DO YOU HAVE PERSONS OTHER THAN YOUR SPOUSE OR CHILDREN WHO DEPEND WHOLLY ON YOU FOR SUPPORT

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
YES	70 4.6	12 2.3	58 5.8	8 1.4	19 5.5	17 6.3	23 6.8	39 4.8	31 4.3
NO	1,463 95.4	514 97.7	949 94.2	554 98.6	326 94.5	253 93.7	316 93.2	768 95.2	695 95.7
TOTAL	1,533 100.0	526 100.0	1,007 100.0	562 100.0	345 100.0	270 100.0	339 100.0	807 100.0	726 100.0

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
YES	70 4.6	18 5.1	19 6.1	18 3.6	15 4.0	28 6.5	24 3.5	18 4.4
NO	1,463 95.4	333 94.9	291 93.9	480 96.4	359 96.0	404 93.5	665 96.5	394 95.6
TOTAL	1,533 100.0	351 100.0	310 100.0	498 100.0	374 100.0	432 100.0	689 100.0	412 100.0

39. TO WHAT ETHNIC OR RACIAL GROUP DO YOU BELONG

	TOTAL SAMPLE	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN	WOMEN	LESS THAN 30	30-39	40-49	50 OR MORE	ELEMEN-TARY	SECON-DARY
1	2	3	4	5	6	7	8	9	10
ORIENTAL-AMERICAN	43 2.9	15 2.9	28 2.9	16 2.9	8 2.4	6 2.2	13 4.0	25 3.2	18 2.6
AFRO-AMERICAN	119 8.1	25 4.8	94 9.8	32 5.9	41 12.4	24 9.0	18 5.6	73 9.5	46 6.5
MEXICAN-AMERICAN	5 .3	1 .2	4 .4	1 .2	1 .3	2 .7	... ...	3 .4	2 .3
OTHER SPANISH-SURNAMED	6 .4	1 .2	5 .5	3 .6	1 .3	... ...	2 .6	4 .5	2 .3
AMERICAN INDIAN	10 .7	4 .8	6 .6	3 .6	4 1.2	2 .7	1 .3	3 .4	7 1.0
OTHER	1,293 87.6	470 91.1	823 85.7	489 89.9	276 83.4	233 87.3	289 89.5	663 86.0	630 89.4
TOTAL	1,476 100.0	516 100.0	960 99.9	544 100.1	331 100.0	267 99.9	323 100.0	771 100.0	705 100.1
NO RESPONSE	57 3.7	10 1.9	47 4.7	18 3.2	14 4.1	3 1.1	16 4.7	36 4.5	21 2.9

	TOTAL SAMPLE	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
ORIENTAL-AMERICAN	43 2.9	1 .3	17 5.8	9 1.9	16 4.4	14 3.3	12 1.8	17 4.4
AFRO-AMERICAN	119 8.1	20 5.8	61 20.8	22 4.6	16 4.4	68 16.3	40 6.0	11 2.8
MEXICAN-AMERICAN	5 .3	... ...	1 .3	... ...	4 1.1	4 1.0	... ...	1 .3
OTHER SPANISH-SURNAMED	6 .4	3 .9	... ...	... ...	3 .8	3 .7	2 .3	1 .3
AMERICAN INDIAN	10 .7	... ...	1 .3	4 .8	5 1.4	1 .2	4 .6	5 1.3
OTHER	1,293 87.6	323 93.1	213 72.7	439 92.6	318 87.8	328 78.5	612 91.3	353 91.0
TOTAL	1,476 100.0	347 100.1	293 99.9	474 99.9	362 99.9	418 100.0	670 100.0	388 100.1
NO RESPONSE	57 3.7	4 1.1	17 5.5	24 4.8	12 3.2	14 3.2	19 2.8	24 5.8

40. WHAT IS, OR WAS, YOUR FATHER'S TYPE OF OCCUPATION

	TOTAL SAMPLE	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN	WOMEN	LESS THAN 30	30-39	40-49	50 OR MORE	ELEMEN-TARY	SECON-DARY
1	2	3	4	5	6	7	8	9	10
FARMER	294 19.3	85 16.3	209 20.9	57 10.2	60 17.4	50 18.7	125 37.1	183 23.0	111 15.3
UNSKILLED WORKER	128 8.4	50 9.6	78 7.8	40 7.2	53 15.4	17 6.3	16 4.7	64 8.0	64 8.8
SKILLED OR SEMISKILLED WORKER	391 25.7	179 34.3	212 21.2	162 29.1	86 24.9	80 29.9	61 18.1	186 23.4	205 28.3
CLERICAL OR SALES WORKER	84 5.5	32 6.1	52 5.2	41 7.4	17 4.9	10 3.7	16 4.7	39 4.9	45 6.2
MANAGERIAL WORKER OR SELF-EMPLOYED	336 22.1	87 16.7	249 24.9	137 24.6	66 19.1	57 21.3	71 21.1	179 22.5	157 21.7
PROFESSIONAL OR SEMI-PROFESSIONAL WORKER	287 18.9	89 17.0	198 19.8	120 21.5	63 18.3	54 20.1	48 14.2	145 18.2	142 19.6
TOTAL	1,520 99.9	522 100.0	998 99.8	557 100.0	345 100.0	268 100.0	337 99.9	796 100.0	724 99.9
NO RESPONSE	13 .8	4 .8	9 .9	5 .9	... ...	2 .7	2 .6	11 1.4	2 .3

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
	TOTAL SAMPLE	NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
FARMER	294 19.3	19 5.4	82 26.6	111 22.4	82 22.3	51 11.9	122 17.9	121 29.4
UNSKILLED WORKER	128 8.4	29 8.3	30 9.7	46 9.3	23 6.3	40 9.3	54 7.9	34 8.3
SKILLED OR SEMISKILLED WORKER	391 25.7	114 32.7	65 21.1	116 23.4	96 26.1	112 26.2	179 26.3	100 24.3
CLERICAL OR SALES WORKER ...	84 5.5	26 7.4	16 5.2	27 5.5	15 4.1	24 5.6	38 5.6	22 5.4
MANAGERIAL WORKER OR SELF-EMPLOYED	336 22.1	95 27.2	58 18.8	99 20.0	84 22.8	104 24.3	160 23.5	72 17.5
PROFESSIONAL OR SEMI-PROFESSIONAL WORKER	287 18.9	66 18.9	57 18.5	96 19.4	68 18.5	97 22.7	128 18.8	62 15.1
TOTAL	1,520 99.9	349 99.9	308 99.9	495 100.0	368 100.1	428 100.0	681 100.0	411 100.0
NO RESPONSE	13 .8	2 .6	2 .6	3 .6	6 1.6	4 .9	8 1.2	1 .2

40. WHAT IS, OR WAS, YOUR FATHER'S TYPE OF OCCUPATION

	PREPARATION LEVEL	
	BACHELOR OR LESS	MASTER OR HIGHER
1	2	3
FARMER	222 20.1	72 17.3
UNSKILLED WORKER	88 8.0	40 9.6
SKILLED OR SEMISKILLED WORKER	289 26.2	102 24.5
CLERICAL OR SALES WORKER ...	62 5.6	22 5.3
MANAGERIAL WORKER OR SELF-EMPLOYED	244 22.1	92 22.1
PROFESSIONAL OR SEMI-PROFESSIONAL WORKER	198 18.0	89 21.3
TOTAL	1,103 100.0	417 100.1
NO RESPONSE	9 .8	4 1.0

41. WHAT WAS THE EDUCATIONAL ATTAINMENT OF YOUR MOTHER

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
	TOTAL SAMPLE	MEN	WOMEN	LESS THAN 30	30-39	40-49	50 OR MORE	ELEMEN-TARY	SECON-DARY
1	2	3	4	5	6	7	8	9	10
ELEMENTARY SCHOOL COMPLETED OR LESS	374 24.6	122 23.4	252 25.3	60 10.7	79 22.9	77 28.7	158 47.6	221 27.7	153 21.2
SOME HIGH SCHOOL BUT DID NOT GRADUATE	283 16.6	109 20.9	174 17.4	79 14.1	78 22.6	61 22.8	59 17.8	146 18.3	137 19.0
HIGH-SCHOOL GRADUATE	454 29.9	185 35.4	269 27.0	243 43.3	96 27.8	59 22.0	50 15.1	204 25.6	250 34.6
SOME COLLEGE BUT DID NOT GRADUATE	231 15.2	63 12.1	168 16.8	101 18.0	48 13.9	41 15.3	41 12.3	130 16.3	101 14.0
COLLEGE GRADUATE (4 YEARS)..	116 7.6	30 5.7	86 8.6	43 7.7	28 8.1	23 8.6	21 6.3	61 7.6	55 7.6
GRADUATE WORK AFTER COLLEGE GRADUATION	62 4.1	13 2.5	49 4.9	35 6.2	16 4.6	7 2.6	3 .9	36 4.5	26 3.6
TOTAL	1,520 100.0	522 100.0	998 100.0	561 100.0	345 99.9	268 100.0	332 100.0	798 100.0	722 100.0
NO RESPONSE	13 .8	4 .8	9 .9	1 .2	... ...	2 .7	7 2.1	9 1.1	4 .6

41. WHAT WAS THE EDUCATIONAL ATTAINMENT OF YOUR MOTHER (Continued)

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
ELEMENTARY SCHOOL COMPLETED OR LESS	374 24.6	81 23.3	71 23.1	142 28.7	80 21.6	87 20.1	165 24.4	122 29.7
SOME HIGH SCHOOL BUT DID NOT GRADUATE	283 18.6	70 20.1	75 24.4	67 13.6	71 19.1	83 19.2	123 18.2	77 18.7
HIGH-SCHOOL GRADUATE	454 29.9	128 36.8	76 24.8	140 28.3	110 29.6	132 30.6	215 31.8	107 26.0
SOME COLLEGE BUT DID NOT GRADUATE	231 15.2	38 10.9	49 16.0	85 17.2	59 15.9	77 17.8	96 14.2	58 14.1
COLLEGE GRADUATE (4 YEARS)..	116 7.6	25 7.2	28 9.1	45 9.1	18 4.9	34 7.9	53 7.8	29 7.1
GRADUATE WORK AFTER COLLEGE GRADUATION	62 4.1	6 1.7	8 2.6	15 3.0	33 8.9	19 4.4	25 3.7	18 4.4
TOTAL	1,520 100.0	348 100.0	307 100.0	494 99.9	371 100.0	432 100.0	677 100.1	411 100.0
NO RESPONSE	13 .8	3 .9	3 1.0	4 .8	3 .8	... ...	12 1.7	1 .2

	PREPARATION LEVEL	
1	BACHELOR OR LESS 2	MASTER OR HIGHER 3
ELEMENTARY SCHOOL COMPLETED OR LESS	256 23.2	118 28.4
SOME HIGH SCHOOL BUT DID NOT GRADUATE	203 18.4	80 19.2
HIGH-SCHOOL GRADUATE	337 30.5	117 28.1
SOME COLLEGE BUT DID NOT GRADUATE	171 15.5	60 14.4
COLLEGE GRADUATE (4 YEARS)..	89 8.1	27 6.5
GRADUATE WORK AFTER COLLEGE GRADUATION	48 4.3	14 3.4
TOTAL	1,104 100.0	416 100.0
NO RESPONSE	8 .7	5 1.2

42. WHAT DID YOU DO DURING THE SUMMER OF 1970

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
I	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
ATTENDED SUMMER SCHOOL	365 24.0	137 26.3	228 22.8	172 30.7	80 23.5	66 24.6	41 12.2	175 22.0	190 26.4
TAUGHT SUMMER SCHOOL	212 14.0	97 18.7	115 11.5	69 12.3	48 14.1	52 19.4	42 12.5	117 14.7	95 13.2
OTHER EMPLOYMENT BY SCHOOL SYSTEM	84 5.5	47 9.0	37 3.7	38 6.8	20 5.9	13 4.9	13 3.9	28 3.5	56 7.8
EMPLOYED IN EDUCATION OUTSIDE SCHOOLS(E.G., STATE DEPARTMENT OF EDUCATION)	33 2.2	15 2.9	18 1.8	18 3.2	7 2.1	5 1.9	2 .6	10 1.3	23 3.2
EMPLOYED OUTSIDE EDUCATION .	287 18.9	198 38.1	89 8.9	153 27.3	64 18.8	38 14.2	31 9.3	93 11.7	194 26.9
TRAVELED	525 34.6	142 27.3	383 38.4	176 31.4	100 29.3	79 29.5	165 49.3	305 38.3	220 30.5
DID NOT WORK, STUDY, OR TRAVEL	329 21.7	44 8.5	285 28.6	93 16.6	79 23.2	66 24.6	89 26.6	208 26.1	121 16.8
TOTAL	1,518 ...	520 ...	998 ...	560 ...	341 ...	268 ...	335 ...	797 ...	721 ...
NO RESPONSE	15 1.0	6 1.1	9 .9	2 .4	4 1.2	2 .7	4 1.2	10 1.2	5 .7

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
I	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
ATTENDED SUMMER SCHOOL	365 24.0	69 19.7	63 20.7	116 23.5	117 31.7	109 25.3	151 22.2	105 25.7
TAUGHT SUMMER SCHOOL	212 14.0	43 12.3	40 13.1	69 14.0	60 16.3	75 17.4	92 13.5	45 11.0
OTHER EMPLOYMENT BY SCHOOL SYSTEM	84 5.5	25 7.1	14 4.6	29 5.9	16 4.3	21 4.9	40 5.9	23 5.6
EMPLOYED IN EDUCATION OUTSIDE SCHOOLS(E.G., STATE DEPARTMENT OF EDUCATION)	33 2.2	4 1.1	11 3.6	10 2.0	8 2.2	11 2.6	19 2.8	3 .7
EMPLOYED OUTSIDE EDUCATION .	287 18.9	73 20.9	45 14.8	111 22.5	58 15.7	72 16.7	123 18.1	92 22.5
TRAVELED	525 34.6	134 38.3	89 29.2	170 34.4	132 35.8	163 37.9	225 33.1	137 33.5
DID NOT WORK, STUDY, OR TRAVEL	329 21.7	66 18.9	88 28.9	105 21.3	70 19.0	85 19.8	147 21.6	97 23.7
TOTAL	1,518 ...	350 ...	305 ...	494 ...	369 ...	430 ...	679 ...	409 ...
NO RESPONSE	15 1.0	1 .3	5 1.6	4 .8	5 1.3	2 .5	10 1.5	3 .7

43. HOW WOULD YOU CLASSIFY YOURSELF IN REGARD TO YOUR POLITICAL PHILOSOPHY

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
CONSERVATIVE	250 16.9	96 18.6	154 16.0	52 9.4	68 20.6	47 17.9	80 24.6	139 18.1	111 15.6
TEND TO BE CONSERVATIVE	646 43.6	207 40.2	439 45.5	244 44.3	138 41.8	112 42.6	147 45.2	345 44.8	301 42.4
TEND TO BE LIBERAL	411 27.8	148 28.7	263 27.3	175 31.8	89 27.0	75 28.5	71 21.8	199 25.8	212 29.9
LIBERAL	173 11.7	64 12.4	109 11.3	80 14.5	35 10.6	29 11.0	27 8.3	87 11.3	86 12.1
TOTAL	1,480 100.0	515 99.9	965 100.1	551 100.0	330 100.0	263 100.0	325 99.9	770 100.0	710 100.0
NO RESPONSE	53 3.5	11 2.1	42 4.2	11 2.0	15 4.3	7 2.5	14 4.1	37 4.6	16 2.2

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
CONSERVATIVE	250 16.9	41 12.1	72 23.9	86 18.0	51 14.1	69 16.4	112 16.9	69 17.4
TEND TO BE CONSERVATIVE	646 43.6	145 42.9	121 40.2	225 47.0	155 42.8	155 36.9	292 44.0	199 50.1
TEND TO BE LIBERAL	411 27.8	104 30.8	68 22.6	132 27.6	107 29.6	124 29.5	189 28.5	98 24.7
LIBERAL	173 11.7	48 14.2	40 13.3	36 7.5	49 13.5	72 17.1	70 10.6	31 7.8
TOTAL	1,480 100.0	338 100.0	301 100.0	479 100.1	362 100.0	420 99.9	663 100.0	397 100.0
NO RESPONSE	53 3.5	13 3.7	9 2.9	19 3.8	12 3.2	12 2.8	26 3.8	15 3.6

44. WHAT ARE THE THREE MAIN REASONS YOU DECIDED TO BECOME A TEACHER

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
VALUE OR SIGNIFICANCE OF EDUCATION IN SOCIETY	566 37.1	191 36.5	375 37.4	203 36.3	124 36.0	107 39.8	125 37.0	322 40.1	244 33.7
DESIRE TO WORK WITH YOUNG PEOPLE	1,095 71.8	355 67.7	740 73.9	441 78.8	247 71.8	178 66.2	219 64.8	595 74.1	500 69.2
INTEREST IN A SUBJECT-MATTER FIELD	527 34.5	244 46.6	283 28.2	218 38.9	132 38.4	94 34.9	78 23.1	115 14.3	412 57.0
INFLUENCE OF A TEACHER IN ELEMENTARY OR SECONDARY SCHOOL	273 17.9	86 16.4	187 18.7	104 18.6	57 16.6	52 19.3	60 17.8	172 21.4	101 14.0
INFLUENCE OF A TEACHER OR ADVISER IN COLLEGE	82 5.4	47 9.0	35 3.5	28 5.0	19 5.5	19 7.1	16 4.7	34 4.2	48 6.6
INFLUENCE OF MY FAMILY	313 20.5	55 10.5	258 25.7	88 15.7	70 20.3	54 20.1	97 28.7	216 26.9	97 13.4
FINANCIAL REWARDS	86 5.6	18 3.4	68 6.8	24 4.3	12 3.5	11 4.1	38 11.2	59 7.3	27 3.7
LONG SUMMER VACATION	219 14.4	98 18.7	121 12.1	89 15.9	63 18.3	34 12.6	30 8.9	109 13.6	110 15.2
JOB SECURITY	247 16.2	102 19.5	145 14.5	100 17.9	59 17.2	46 17.1	40 11.8	134 16.7	113 15.6
EMPLOYMENT MOBILITY	54 3.5	30 5.7	24 2.4	29 5.2	12 3.5	7 2.6	6 1.8	27 3.4	27 3.7
PREPARATION PROGRAM IN COLLEGE APPEALED TO ME ..	82 5.4	32 6.1	50 5.0	28 5.0	22 6.4	12 4.5	20 5.9	49 6.1	33 4.6
WANTED A SUITABLE JOB UNTIL MARRIAGE	33 2.2	1 .2	32 3.2	16 2.9	4 1.2	1 .4	12 3.6	21 2.6	12 1.7
WANTED A JOB WITH DRAFT DEFERMENT	23 1.5	23 4.4	... ...	21 3.8	2 .6	... ...	... ...	8 1.0	15 2.1
WANTED A CHANGE FROM OTHER WORK	61 4.0	36 6.9	25 2.5	13 2.3	17 4.9	14 5.2	15 4.4	23 2.9	38 5.3
NEED FOR SECOND INCOME IN FAMILY	84 5.5	4 .8	80 8.0	2 .4	18 5.2	32 11.9	32 9.5	57 7.1	27 3.7
NEED FOR INCOME AFTER TERMINATION OF MY MARRIAGE	17 1.1	... ...	17 1.7	2 .4	4 1.2	3 1.1	8 2.4	12 1.5	5 .7
NEVER REALLY CONSIDERED ANYTHING ELSE	266 17.4	55 10.5	211 21.1	93 16.6	49 14.2	39 14.5	83 24.6	172 21.4	94 13.0
OPPORTUNITY FOR A LIFE TIME OF SELF-GROWTH	326 21.4	106 20.2	220 22.0	123 22.0	78 22.7	58 21.6	63 18.6	180 22.4	146 20.2
OTHER	48 3.1	19 3.6	29 2.9	15 2.7	9 2.6	11 4.1	12 3.6	20 2.5	28 3.9
TOTAL	1,526 ...	524 ...	1,002 ...	560 ...	344 ...	269 ...	338 ...	803 ...	723 ...
NO RESPONSE	7 .5	2 .4	5 .5	2 .4	1 .3	1 .4	1 .3	4 .5	3 .4

44. WHAT ARE THE THREE MAIN REASONS YOU DECIDED TO BECOME A TEACHER (Continued)

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
VALUE OR SIGNIFICANCE OF EDUCATION IN SOCIETY	566 37.1	125 35.8	124 40.3	180 36.2	137 36.8	175 40.7	258 37.7	133 32.4
DESIRE TO WORK WITH YOUNG PEOPLE	1,095 71.8	256 73.4	218 70.8	352 70.8	269 72.3	310 72.1	491 71.7	294 71.5
INTEREST IN A SUBJECT-MATTER FIELD	527 34.5	126 36.1	94 30.5	183 36.8	124 33.3	130 30.2	244 35.6	153 37.2
INFLUENCE OF A TEACHER IN ELEMENTARY OR SECONDARY SCHOOL	273 17.9	72 20.6	57 18.5	81 16.3	63 16.9	69 16.0	125 18.2	79 19.2
INFLUENCE OF A TEACHER OR ADVISER IN COLLEGE	82 5.4	17 4.9	15 4.9	28 5.6	22 5.9	24 5.6	34 5.0	24 5.8
INFLUENCE OF MY FAMILY	313 20.5	69 19.8	54 17.5	110 22.1	80 21.5	84 19.5	148 21.6	81 19.7
FINANCIAL REWARDS	86 5.6	19 5.4	20 6.5	31 6.2	16 4.3	26 6.0	32 4.7	28 6.8
LONG SUMMER VACATION	219 14.4	44 12.6	40 13.0	74 14.9	61 16.4	66 15.3	102 14.9	51 12.4
JOB SECURITY	247 16.2	58 16.6	42 13.6	88 17.7	59 15.9	85 19.8	100 14.6	62 15.1
EMPLOYMENT MOBILITY	54 3.5	9 2.6	7 2.3	24 4.8	14 3.8	14 3.3	26 3.8	14 3.4
PREPARATION PROGRAM IN COLLEGE APPEALED TO ME ..	82 5.4	16 4.6	18 5.8	30 6.0	18 4.8	16 3.7	33 4.8	33 8.0
WANTED A SUITABLE JOB UNTIL MARRIAGE	33 2.2	8 2.3	6 1.9	15 3.0	4 1.1	8 1.9	14 2.0	11 2.7
WANTED A JOB WITH DRAFT DEFERMENT	23 1.5	7 2.0	2 .6	8 1.6	6 1.6	6 1.4	11 1.6	6 1.5
WANTED A CHANGE FROM OTHER WORK	61 4.0	18 5.2	10 3.2	11 2.2	22 5.9	18 4.2	25 3.6	18 4.4
NEED FOR SECOND INCOME IN FAMILY	84 5.5	16 4.6	22 7.1	25 5.0	21 5.6	28 6.5	31 4.5	25 6.1
NEED FOR INCOME AFTER TERMINATION OF MY MARRIAGE	17 1.1	... ...	4 1.3	5 1.0	8 2.2	5 1.2	5 .7	7 1.7
NEVER REALLY CONSIDERED ANYTHING ELSE	266 17.4	71 20.3	59 19.2	73 14.7	63 16.9	71 16.5	122 17.8	73 17.8
OPPORTUNITY FOR A LIFE TIME OF SELF-GROWTH	326 21.4	64 18.3	72 23.4	108 21.7	82 22.0	89 20.7	154 22.5	83 20.2
OTHER	48 3.1	12 3.4	12 3.9	18 3.6	6 1.6	16 3.7	21 3.1	11 2.7
TOTAL	1,526 ...	349 ...	308 ...	497 ...	372 ...	430 ...	685 ...	411 ...
NO RESPONSE	7 .5	2 .6	2 .6	1 .2	2 .5	2 .5	4 .6	1 .2

45A. DO YOU AND/OR YOUR SPOUSE OWN OR ARE YOU PURCHASING YOUR OWN HOME

	TOTAL SAMPLE	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
YES, ONLY ONE	862 59.4	311 60.9	551 58.6	166 32.7	238 71.3	207 78.7	245 73.6	438 58.3	424 60.6
YES, MORE THAN ONE	109 7.5	32 6.3	77 8.2	10 2.0	20 6.0	28 10.6	47 14.1	65 8.7	44 6.3
NO	480 33.1	168 32.9	312 33.2	331 65.3	76 22.8	28 10.6	41 12.3	248 33.0	232 33.1
TOTAL	1,451 100.0	511 100.1	940 100.0	507 100.0	334 100.1	263 99.9	333 100.0	751 100.0	700 100.0
NO RESPONSE	82 5.3	15 2.9	67 6.7	55 9.8	11 3.2	7 2.6	6 1.8	56 6.9	26 3.6

	TOTAL SAMPLE	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
YES, ONLY ONE	862 59.4	167 52.0	201 68.1	272 57.5	222 61.3	234 57.9	395 60.3	233 59.4
YES, MORE THAN ONE	109 7.5	19 5.9	22 7.5	35 7.4	33 9.1	35 8.7	51 7.8	23 5.9
NO	480 33.1	135 42.1	72 24.4	166 35.1	107 29.6	135 33.4	209 31.9	136 34.7
TOTAL	1,451 100.0	321 100.0	295 100.0	473 100.0	362 100.0	404 100.0	655 100.0	392 100.0
NO RESPONSE	82 5.3	30 8.5	15 4.8	25 5.0	12 3.2	28 6.5	34 4.9	20 4.9

45B. HOW MANY CARS DO YOU AND/OR YOUR SPOUSE OWN

	TOTAL SAMPLE	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
NONE	75 5.2	22 4.3	53 5.6	28 5.3	14 4.2	11 4.3	21 6.4	49 6.5	26 3.7
ONE	692 47.6	249 48.5	443 47.0	310 58.9	132 39.8	89 34.6	156 47.7	356 47.2	336 48.0
TWO	635 43.6	225 43.9	410 43.5	183 34.8	177 53.3	134 52.1	136 41.6	320 42.4	315 45.0
THREE OR MORE	53 3.6	17 3.3	36 3.8	5 1.0	9 2.7	23 8.9	14 4.3	30 4.0	23 3.3
TOTAL	1,455 100.0	513 100.0	942 99.9	526 100.0	332 100.0	257 99.9	327 100.0	755 100.1	700 100.0
NO RESPONSE	78 5.1	13 2.5	65 6.5	36 6.4	13 3.8	13 4.8	12 3.5	52 6.4	26 3.6

	TOTAL SAMPLE	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
NONE	75 5.2	18 5.6	11 3.7	32 6.7	14 3.9	24 6.0	26 3.9	25 6.4
ONE	692 47.6	182 56.5	135 45.3	239 50.0	136 38.1	184 45.8	308 46.5	200 51.3
TWO	635 43.6	116 36.0	139 46.6	192 40.2	188 52.7	170 42.3	309 46.6	156 40.0
THREE OR MORE	53 3.6	6 1.9	13 4.4	15 3.1	19 5.3	24 6.0	20 3.0	9 2.3
TOTAL	1,455 100.0	322 100.0	298 100.0	478 100.0	357 100.0	402 100.1	663 100.0	390 100.0
NO RESPONSE	78 5.1	29 8.3	12 3.9	20 4.0	17 4.5	30 6.9	26 3.8	22 5.3

46. HAVE YOU EVER SERVED ON ACTIVE DUTY AS A MEMBER OF THE ARMED FORCES OF THE UNITED STATES

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
YES	245 16.0	233 44.3	12 1.2	32 5.7	73 21.2	91 33.7	48 14.2	63 7.8	182 25.1
NO	1,288 84.0	293 55.7	995 98.8	530 94.3	272 78.8	179 66.3	291 85.8	744 92.2	544 74.9
TOTAL	1,533 100.0	526 100.0	1,007 100.0	562 100.0	345 100.0	270 100.0	339 100.0	807 100.0	726 100.0

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTHEAST 3	SOUTHEAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
YES	245 16.0	56 16.0	32 10.3	71 14.3	86 23.0	71 16.4	108 15.7	66 16.0
NO	1,288 84.0	295 84.0	278 89.7	427 85.7	288 77.0	361 83.6	581 84.3	346 84.0
TOTAL	1,533 100.0	351 100.0	310 100.0	498 100.0	374 100.0	432 100.0	689 100.0	412 100.0

47. HOW WOULD YOU CLASSIFY YOURSELF IN REGARD TO YOUR POLITICAL AFFILIATION

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
DEMOCRAT	648 43.0	219 42.1	429 43.5	204 36.6	149 44.1	142 53.2	144 43.6	351 44.7	297 41.2
REPUBLICAN	508 33.7	162 31.2	346 35.1	155 27.8	119 35.2	92 34.5	140 42.4	264 33.6	244 33.8
OTHER	22 1.5	14 2.7	8 .8	3 .5	9 2.7	8 3.0	1 .3	8 1.0	14 1.9
I AM NOT AFFILIATED WITH ANY PARTY	328 21.8	125 24.0	203 20.6	195 35.0	61 18.0	25 9.4	45 13.6	162 20.6	166 23.0
TOTAL	1,506 100.0	520 100.0	986 100.0	557 99.9	338 100.0	267 100.1	330 99.9	785 99.9	721 99.9
NO RESPONSE	27 1.8	6 1.1	21 2.1	5 .9	7 2.0	3 1.1	9 2.7	22 2.7	5 .7

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTHEAST 3	SOUTHEAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
DEMOCRAT	648 43.0	138 40.4	178 58.6	157 32.0	175 47.4	212 49.6	282 41.9	154 37.9
REPUBLICAN	508 33.7	120 35.1	65 21.4	202 41.1	121 32.8	112 26.2	232 34.5	164 40.4
OTHER	22 1.5	11 3.2	1 .3	3 .6	7 1.9	5 1.2	12 1.8	5 1.2
I AM NOT AFFILIATED WITH ANY PARTY	328 21.8	73 21.3	60 19.7	129 26.3	66 17.9	98 23.0	147 21.8	83 20.4
TOTAL	1,506 100.0	342 100.0	304 100.0	491 100.0	369 100.0	427 100.0	673 100.0	406 99.9
NO RESPONSE	27 1.8	9 2.6	6 1.9	7 1.4	5 1.3	5 1.2	16 2.3	6 1.5

48. PLEASE CHECK TO INDICATE YOUR SENSE OF IDENTITY WITH THE COMMUNITY (TOWN, CITY, OR OTHER UNIT OF POPULATION) WHERE YOU LIVE DURING THE SCHOOL YEAR

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
	TOTAL SAMPLE	MEN	WOMEN	LESS THAN 30	30-39	40-49	50 OR MORE	ELEMEN-TARY	SECON-DARY
1	2	3	4	5	6	7	8	9	10
I AM LIVING IN MY HOME COMMUNITY WHERE I HAVE LIVED SINCE CHILDHOOD ...	431	150	281	176	97	62	93	229	202
	28.6	29.0	28.4	31.8	28.3	23.3	28.2	29.0	28.2
I CAME HERE AS AN ADULT AND NOW FEEL THAT I BELONG ..	735	241	494	167	180	176	207	387	348
	48.7	46.5	49.9	30.1	52.5	66.2	62.7	48.9	48.5
I HAVE BEEN HERE FOR SOME TIME, BUT DO NOT FEEL THAT I BELONG	118	47	71	62	27	13	12	58	60
	7.8	9.1	7.2	11.2	7.9	4.9	3.6	7.3	8.4
I HAVE BEEN HERE FOR TOO SHORT A TIME TO EXPECT TO FEEL THAT I BELONG ...	224	80	144	149	39	15	18	117	107
	14.9	15.4	14.5	26.9	11.4	5.6	5.5	14.8	14.9
TOTAL	1,508	518	990	554	343	266	330	791	717
	100.0	100.0	100.0	100.0	100.1	100.0	100.0	100.0	100.0
NO RESPONSE	25	8	17	8	2	4	9	16	9
	1.6	1.5	1.7	1.4	.6	1.5	2.7	2.0	1.2

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
	TOTAL SAMPLE	NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
I AM LIVING IN MY HOME COMMUNITY WHERE I HAVE LIVED SINCE CHILDHOOD ...	431	110	103	134	84	112	199	120
	28.6	32.1	33.7	27.3	22.8	26.4	29.3	29.7
I CAME HERE AS AN ADULT AND NOW FEEL THAT I BELONG ..	735	133	158	240	204	224	329	182
	48.7	38.8	51.6	49.0	55.3	52.8	48.4	45.0
I HAVE BEEN HERE FOR SOME TIME, BUT DO NOT FEEL THAT I BELONG	118	35	15	39	29	37	51	30
	7.8	10.2	4.9	8.0	7.9	8.7	7.5	7.4
I HAVE BEEN HERE FOR TOO SHORT A TIME TO EXPECT TO FEEL THAT I BELONG ...	224	65	30	77	52	51	101	72
	14.9	19.0	9.8	15.7	14.1	12.0	14.9	17.8
TOTAL	1,508	343	306	490	369	424	680	404
	100.0	100.1	100.0	100.0	100.1	99.9	100.1	99.9
NO RESPONSE	25	8	4	8	5	8	9	8
	1.6	2.3	1.3	1.6	1.3	1.9	1.3	1.9

49. IS YOUR RESIDENCE WITHIN THE BOUNDARIES OF THE SCHOOL SYSTEM IN WHICH YOU TEACH

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
	TOTAL SAMPLE	MEN	WOMEN	LESS THAN 30	30-39	40-49	50 OR MORE	ELEMEN-TARY	SECON-DARY
1	2	3	4	5	6	7	8	9	10
YES	912	316	596	301	204	173	224	471	441
	59.9	60.1	59.8	53.8	59.8	64.1	66.7	58.9	61.0
NO	610	210	400	258	137	97	112	328	282
	40.1	39.9	40.2	46.2	40.2	35.9	33.3	41.1	39.0
TOTAL	1,522	526	996	559	341	270	336	799	723
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO RESPONSE	11	...	11	3	4	...	3	8	3
	.7	...	1.1	.5	1.2	...	.9	1.0	.4

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
	TOTAL SAMPLE	NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
YES	912	165	223	299	225	274	411	227
	59.9	47.7	71.9	60.4	60.6	64.0	60.0	55.5
NO	610	181	87	196	146	154	274	182
	40.1	52.3	28.1	39.6	39.4	36.0	40.0	44.5
TOTAL	1,522	346	310	495	371	428	685	409
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO RESPONSE	11	5	...	3	3	4	4	3
	.7	1.4	...	.6	.8	.9	.6	.7

50. IS YOUR RESIDENCE WITH THE ATTENDANCE AREA OF THE SCHOOL IN WHICH YOU TEACH

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
YES	516	204	312	153	109	101	147	218	298
	34.2	39.1	31.6	27.5	31.9	37.7	45.1	27.6	41.4
NO	992	318	674	404	233	167	179	571	421
	65.8	60.9	68.4	72.5	68.1	62.3	54.9	72.4	58.6
TOTAL	1,508	522	986	557	342	268	326	789	719
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO RESPONSE	25	4	21	5	3	2	13	18	7
	1.6	.8	2.1	.9	.9	.7	3.8	2.2	1.0

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
YES	516	82	130	184	120	72	245	199
	34.2	23.9	42.8	37.4	32.5	16.8	36.1	49.5
NO	992	261	174	308	249	356	433	203
	65.8	76.1	57.2	62.6	67.5	83.2	63.9	50.5
TOTAL	1,508	343	304	492	369	428	678	402
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
NO RESPONSE	25	8	6	6	5	4	11	10
	1.6	2.3	1.9	1.2	1.3	.9	1.6	2.4

51. SEVERAL TYPES OF RELIGIOUS, CIVIC, PROFESSIONAL, AND SOCIAL ORGANIZATIONS ARE LISTED BELOW. PLEASE INDICATE IF YOU ARE A MEMBER OF EACH OF THESE

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
CHURCH OR SYNAGOGUE, OR OTHER FORMAL RELIGIOUS GROUP	1,201 79.9	388 75.0	813 82.5	416 75.8	258 76.3	226 84.6	289 86.5	653 82.6	548 77.0
YOUTH-SERVING GROUP	243 16.2	104 20.1	139 14.1	59 10.7	73 21.6	65 24.3	43 12.9	115 14.5	128 18.0
WOMEN'S BUSINESS, PROFESSIONAL, CIVIC-SOCIAL GROUP	290 19.3	10 1.9	280 28.4	59 10.7	53 15.7	65 24.3	106 31.7	195 24.7	95 13.3
MEN'S SERVICE CLUB	78 5.2	78 15.1	... ...	19 3.5	24 7.1	19 7.1	16 4.8	16 2.0	62 8.7
FRATERNAL OR AUXILIARY GROUP	230 15.3	119 23.0	111 11.3	54 9.8	52 15.4	51 19.1	71 21.3	111 14.0	119 16.7
CIVIL LIBERTIES GROUP	68 4.5	21 4.1	47 4.8	13 2.4	25 7.4	16 6.0	11 3.3	30 3.8	38 5.3
VETERANS GROUP	69 4.6	61 11.8	8 .8	7 1.3	11 3.3	28 10.5	23 6.9	18 2.3	51 7.2
POLITICAL PARTY ORGANIZATION	193 12.8	69 13.3	124 12.6	69 12.6	41 12.1	32 12.0	48 14.4	95 12.0	98 13.8
PARENT-TEACHER ASSOCIATION .	1,017 67.7	292 56.5	725 73.5	331 60.3	234 69.2	204 76.4	238 71.3	632 79.9	385 54.1
HOBBY CLUB	248 16.5	92 17.8	156 15.8	94 17.1	60 17.8	43 16.1	49 14.7	121 15.3	127 17.8
NATIONAL EDUCATION ASSOCIATION	879 58.5	295 57.1	584 59.2	280 51.0	193 57.1	167 62.5	229 68.6	488 61.7	391 54.9
STATE EDUCATION ASSOCIATION	1,156 76.9	394 76.2	762 77.3	379 69.0	267 79.0	203 76.0	298 89.2	617 78.0	539 75.7
LOCAL EDUCATION ASSOCATION	1,220 81.2	407 78.7	813 82.5	415 75.6	271 80.2	219 82.0	304 91.0	650 82.2	570 80.1
SUBJECT-MATTER OR PROFESSIONAL SPECIAL-INTEREST ASSOCIATION	554 36.9	229 44.3	325 33.0	157 28.6	139 41.1	127 47.6	126 37.7	180 22.8	374 52.5
AMERICAN FEDERATION OF TEACHERS	119 7.9	62 12.0	57 5.8	53 9.7	27 8.0	23 8.6	16 4.8	51 6.4	68 9.6
TOTAL	1,503 ...	517 ...	986 ...	549 ...	338 ...	267 ...	334 ...	791 ...	712 ...
NO RESPONSE	30 2.0	9 1.7	21 2.1	13 2.3	7 2.0	3 1.1	5 1.5	16 2.0	14 1.9

51. SEVERAL TYPES OF RELIGIOUS, CIVIC, PROFESSIONAL, AND SOCIAL ORGANIZATIONS ARE LISTED BELOW. PLEASE INDICATE IF YOU ARE A MEMBER OF EACH OF THESE (Continued)

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
CHURCH OR SYNAGOGUE, OR OTHER FORMAL RELIGIOUS GROUP	1,201	260	283	394	264	328	544	329
	79.9	76.0	92.5	80.7	71.9	77.0	80.8	81.4
YOUTH-SERVING GROUP	243	43	52	84	64	70	110	63
	16.2	12.6	17.0	17.2	17.4	16.4	16.3	15.6
WOMEN'S BUSINESS, PROFESSIONAL, CIVIC-SOCIAL GROUP	290	60	77	90	63	88	131	71
	19.3	17.5	25.2	18.4	17.2	20.7	19.5	17.6
MEN'S SERVICE CLUB	78	14	15	30	19	17	33	28
	5.2	4.1	4.9	6.1	5.2	4.0	4.9	6.9
FRATERNAL OR AUXILIARY GROUP	230	39	42	94	55	72	93	65
	15.3	11.4	13.7	19.3	15.0	16.9	13.8	16.1
CIVIL LIBERTIES GROUP	68	16	22	14	16	37	30	1
	4.5	4.7	7.2	2.9	4.4	8.7	4.5	.2
VETERANS GROUP	69	15	11	21	22	22	26	21
	4.6	4.4	3.6	4.3	6.0	5.2	3.9	5.2
POLITICAL PARTY ORGANIZATION	193	46	39	52	56	60	89	44
	12.8	13.5	12.7	10.7	15.3	14.1	13.2	10.9
PARENT-TEACHER ASSOCIATION .	1,017	210	241	293	273	327	474	216
	67.7	61.4	78.8	60.0	74.4	76.8	70.4	53.5
HOBBY CLUB	248	44	58	81	65	72	114	62
	16.5	12.9	19.0	16.6	17.7	16.9	16.9	15.3
NATIONAL EDUCATION ASSOCIATION	879	180	158	301	240	223	431	225
	58.5	52.6	51.6	61.7	65.4	52.3	64.0	55.7
STATE EDUCATION ASSOCIATION	1,156	238	228	389	301	254	565	337
	76.9	69.6	74.5	79.7	82.0	59.6	84.0	83.4
LOCAL EDUCATION ASSOCATION	1,220	268	249	396	307	294	586	340
	81.2	78.4	81.4	81.1	83.7	69.0	87.1	84.2
SUBJECT-MATTER OR PROFESSIONAL SPECIAL-INTEREST ASSOCIATION	554	127	100	194	133	174	253	127
	36.9	37.1	32.7	39.8	36.2	40.8	37.6	31.4
AMERICAN FEDERATION OF TEACHERS	119	55	6	38	20	76	33	10
	7.9	16.1	2.0	7.8	5.4	17.8	4.9	2.5
TOTAL	1,503	342	306	488	367	426	673	404
	...	...	...	...	...	...	...	...
NO RESPONSE	30	9	4	10	7	6	16	8
	2.0	2.6	1.3	2.0	1.9	1.4	2.3	1.9

52. HOW MANY HOURS PER WEEK, ON THE AVERAGE, DO YOU GIVE DURING THE SCHOOL YEAR TO WORK FOR ORGANIZATIONS SUCH AS THOSE LISTED IN QUESTED 51

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
NONE	624 40.7	186 35.4	438 43.5	260 46.3	128 37.1	95 35.2	131 38.6	341 42.3	283 39.0
ONE HOUR	448 29.2	137 26.0	311 30.9	143 25.4	101 29.3	92 34.1	108 31.9	241 29.9	207 28.5
TWO HOURS	233 15.2	97 18.4	136 13.5	87 15.5	58 16.8	40 14.8	47 13.9	118 14.6	115 15.8
THREE HOURS	98 6.4	44 8.4	54 5.4	37 6.6	23 6.7	18 6.7	20 5.9	49 6.1	49 6.7
FOUR HOURS	21 1.4	7 1.3	14 1.4	5 .9	8 2.3	2 .7	6 1.8	9 1.1	12 1.7
FIVE HOURS	47 3.1	23 4.4	24 2.4	13 2.3	14 4.1	9 3.3	11 3.2	23 2.9	24 3.3
SIX HOURS OR MORE	62 4.0	32 6.1	30 3.0	17 3.0	13 3.8	14 5.2	16 4.7	26 3.2	36 5.0
TOTAL	1,533 100.0	526 100.0	1,007 100.1	562 100.0	345 100.1	270 100.0	339 100.0	807 100.1	726 100.0
MEAN	1	2	1	1	1	1	1	1	1
MEDIAN	1	1	1	1	1	1	1	1	1
LOW	0	0	0	0	0	0	0	0	0
HIGH	21	12	21	12	17	21	18	21	18
STANDARD ERROR OF THE MEAN	.1	.1	.1	.1	.1	.1	.1	.1	.1

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
NONE	624 40.7	160 45.6	130 41.9	193 38.8	141 37.7	181 41.9	279 40.5	164 39.8
ONE HOUR	448 29.2	101 28.8	97 31.3	154 30.9	96 25.7	114 26.4	211 30.6	123 29.9
TWO HOURS	233 15.2	48 13.7	49 15.8	74 14.9	62 16.6	71 16.4	107 15.5	55 13.3
THREE HOURS	98 6.4	17 4.8	17 5.5	35 7.0	29 7.8	29 6.7	35 5.1	34 8.3
FOUR HOURS	21 1.4	7 2.0	1 .3	9 1.8	4 1.1	7 1.6	6 .9	8 1.9
FIVE HOURS	47 3.1	9 2.6	5 1.6	13 2.6	20 5.3	12 2.8	22 3.2	13 3.2
SIX HOURS OR MORE	62 4.0	9 2.6	11 3.5	20 4.0	22 5.9	18 4.2	29 4.2	15 3.6
TOTAL	1,533 100.0	351 100.1	310 99.9	498 100.0	374 100.1	432 100.0	689 100.0	412 100.0
MEAN	1	1	1	1	2	1	1	1
MEDIAN	1	1	1	1	1	1	1	1
LOW	0	0	0	0	0	0	0	0
HIGH	21	12	21	12	12	18	21	12
STANDARD ERROR OF THE MEAN	.1	.1	.1	.1	.1	.1	.1	.1

53. TO WHAT EXTENT DID YOU PARTICIPATE IN THE 1970 ELECTIONS

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
GAVE MY SERVICES AS A WORKER IN BEHALF OF A CANDIDATE IN THE PRIMARY	119	49	70	27	33	27	30	70	49
	7.9	9.4	7.1	4.8	9.7	10.1	9.1	8.8	6.8
VOTED IN THE PRIMARY ELECTION	1,125	381	744	323	273	224	296	592	533
	74.6	73.4	75.2	58.0	80.3	83.9	89.4	74.7	74.3
GAVE MONEY TO A CANDIDATE IN PRIMARY	153	57	96	20	43	36	53	70	83
	10.1	11.0	9.7	3.6	12.6	13.5	16.0	8.8	11.6
VOTED IN THE GENERAL ELECTION	1,242	443	799	402	291	243	297	649	593
	82.3	85.4	80.7	72.2	85.6	91.0	89.7	81.9	82.7
GAVE MONEY TO A POLITICAL PARTY IN THE GENERAL ELCTION	116	42	74	15	28	25	47	50	66
	7.7	8.1	7.5	2.7	8.2	9.4	14.2	6.3	9.2
GAVE MY SERVICES AS A WORKER IN BEHALF OF A POLITICAL PARTY IN THE GENERAL ELECTION	98	40	58	24	25	21	27	57	41
	6.5	7.7	5.9	4.3	7.4	7.9	8.2	7.2	5.7
GAVE MY SERVICES AS A WORKER IN BEHALF OF REFERENDA IN THE 1970 ELECTIONS	52	25	27	10	17	10	15	31	21
	3.4	4.8	2.7	1.8	5.0	3.7	4.5	3.9	2.9
DID NOT PARTICIPATE IN THE 1970 ELECTIONS	183	58	125	133	30	11	8	91	92
	12.1	11.2	12.6	23.9	8.8	4.1	2.4	11.5	12.8
TOTAL	1,509	519	990	557	340	267	331	792	717
	...	...	...	...	...	...	...	...	...
NO RESPONSE	24	7	17	5	5	3	8	15	9
	1.6	1.3	1.7	.9	1.4	1.1	2.4	1.9	1.2

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
I	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
GAVE MY SERVICES AS A WORKER IN BEHALF OF A CANDIDATE IN THE PRIMARY	119	26	22	31	40	48	50	21
	7.9	7.5	7.3	6.3	10.8	11.2	7.4	5.2
VOTED IN THE PRIMARY ELECTION	1,125	226	227	367	305	338	493	294
	74.6	65.3	74.9	74.7	82.7	78.8	73.1	72.4
GAVE MONEY TO A CANDIDATE IN PRIMARY	153	26	13	51	63	50	73	30
	10.1	7.5	4.3	10.4	17.1	11.7	10.8	7.4
VOTED IN THE GENERAL ELECTION	1,242	284	238	396	324	352	556	334
	82.3	82.1	78.5	80.7	87.8	82.1	82.5	82.3
GAVE MONEY TO A POLITICAL PARTY IN THE GENERAL ELCTION	116	25	10	41	40	34	55	27
	7.7	7.2	3.3	8.4	10.8	7.9	8.2	6.7
GAVE MY SERVICES AS A WORKER IN BEHALF OF A POLITICAL PARTY IN THE GENERAL ELECTION	98	15	18	29	36	35	44	19
	6.5	4.3	5.9	5.9	9.8	8.2	6.5	4.7
GAVE MY SERVICES AS A WORKER IN BEHALF OF REFERENDA IN THE 1970 ELECTIONS	52	4	8	20	20	15	25	12
	3.4	1.2	2.6	4.1	5.4	3.5	3.7	3.0
DID NOT PARTICIPATE IN THE 1970 ELECTIONS	183	52	44	59	28	47	88	48
	12.1	15.0	14.5	12.0	7.6	11.0	13.1	11.8
TOTAL	1,509	346	303	491	369	429	674	406
	...	...	...	...	...	...	...	...
NO RESPONSE	24	5	7	7	5	3	15	6
	1.6	1.4	2.3	1.4	1.3	.7	2.2	1.5

54. WHILE A TEACHER, HAVE YOU EVER BEEN A CANDIDATE FOR ELECTION TO A PUBLIC OFFICE

A. LOCAL ELECTION

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
I	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
YES, AND ELECTED	38	14	24	4	8	10	15	23	15
	2.5	2.7	2.4	.7	2.3	3.7	4.4	2.9	2.1
YES, BUT NOT ELECTED	8	7	1	...	2	2	4	3	5
	.5	1.3	.1	...	.6	.7	1.2	.4	.7
NO	1,487	505	982	558	335	258	320	781	706
	97.0	96.0	97.5	99.3	97.1	95.6	94.4	96.8	97.2
TOTAL	1,533	526	1,007	562	345	270	339	807	726
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.1	100.0

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
I	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
YES, AND ELECTED	38	6	13	9	10	8	18	12
	2.5	1.7	4.2	1.8	2.7	1.9	2.6	2.9
YES, BUT NOT ELECTED	8	...	1	5	2	3	4	1
	.5	...	.3	1.0	.5	.7	.6	.2
NO	1,487	345	296	484	362	421	667	399
	97.0	98.3	95.5	97.2	96.8	97.5	96.8	96.8
TOTAL	1,533	351	310	498	374	432	689	412
	100.0	100.0	100.0	100.0	100.0	100.1	100.0	99.9

54. WHILE A TEACHER, HAVE YOU EVER BEEN A CANDIDATE FOR ELECTION TO A PUBLIC OFFICE

B. STATE ELECTION

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
YES, AND ELECTED	3 .2	2 .4	1 .1	... ...	... ...	... ...	2 .6	2 .2	1 .1
YES, BUT NOT ELECTED	1 .1	... ...	1 .1	... ...	... ...	... ...	1 .3	1 .1	... ...
NO	1,529 99.7	524 99.6	1,005 99.8	562 100.0	345 100.0	270 100.0	336 99.1	804 99.6	725 99.9
TOTAL	1,533 100.0	526 100.0	1,007 100.0	562 100.0	345 100.0	270 100.0	339 100.0	807 99.9	726 100.0

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
YES, AND ELECTED	3 .2	... ...	2 .6	1 .2	... ...	... ...	2 .3	1 .2
YES, BUT NOT ELECTED	1 .1	... ...	1 .3	... ...	... ...	1 .2	... ...	... ...
NO	1,529 99.7	351 100.0	307 99.0	497 99.8	374 100.0	431 99.8	687 99.7	411 99.8
TOTAL	1,533 100.0	351 100.0	310 99.9	498 100.0	374 100.0	432 100.0	689 100.0	412 100.0

C. NATIONAL ELECTION

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
YES, AND ELECTED	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
YES, BUT NOT ELECTED	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
NO	1,533 100.0	526 100.0	1,007 100.0	562 100.0	345 100.0	270 100.0	339 100.0	807 100.0	726 100.0
TOTAL	1,533 100.0	526 100.0	1,007 100.0	562 100.0	345 100.0	270 100.0	339 100.0	807 100.0	726 100.0

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
YES, AND ELECTED	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
YES, BUT NOT ELECTED	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
NO	1,533 100.0	351 100.0	310 100.0	498 100.0	374 100.0	432 100.0	689 100.0	412 100.0
TOTAL	1,533 100.0	351 100.0	310 100.0	498 100.0	374 100.0	432 100.0	689 100.0	412 100.0

54D. WHILE A TEACHER, HAVE YOU EVER BEEN A CANDIDATE FOR ELECTION TO A PUBLIC OFFICE

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
YES	47 3.1	22 4.2	25 2.5	4 .7	10 2.9	12 4.4	20 5.9	26 3.2	21 2.9
NO	1,486 96.9	504 95.8	982 97.5	558 99.3	335 97.1	258 95.6	319 94.1	781 96.8	705 97.1
TOTAL	1,533 100.0	526 100.0	1,007 100.0	562 100.0	345 100.0	270 100.0	339 100.0	807 100.0	726 100.0

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
YES	47 3.1	6 1.7	14 4.5	15 3.0	12 3.2	11 2.5	23 3.3	13 3.2
NO	1,486 96.9	345 98.3	296 95.5	483 97.0	362 96.8	421 97.5	666 96.7	399 96.8
TOTAL	1,533 100.0	351 100.0	310 100.0	498 100.0	374 100.0	432 100.0	689 100.0	412 100.0

55A. BELOW ARE LISTED SEVERAL TYPES OF PROFESSIONAL GROWTH ACTIVITIES, PLEASE INDICATE IF YOU HAVE PARTICIPATED IN ANY OF THESE DURING 1968-69

	TOTAL SAMPLE	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
I	2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
SABATICAL LEAVE - FULL-TIME COLLEGE	25	15	10	17	...	...	2	8	17
	2.4	4.1	1.5	5.4	...	...	.8	1.5	3.5
SABATICAL LEAVE - TRAVEL ...	32	10	22	9	...	...	14	19	13
	3.1	2.7	3.4	2.9	...	...	5.5	3.6	2.6
SABATICAL LEAVE - OTHER	6	2	4	2	...	...	2	2	4
	.6	.5	.6	.6	...	...	.8	.4	.8
OTHER EDUCATIONAL TRAVEL ...	203	68	135	55	...	...	62	102	101
	19.8	18.5	20.6	17.5	...	...	24.5	19.2	20.6
SYSTEM-SPONSORED WORKSHOPS DURING SCHOOL YEAR	423	127	296	101	...	...	120	262	161
	41.3	34.6	45.1	32.1	...	...	47.4	49.2	32.8
SYSTEM-SPONSORED WORKSHOPS DURING SUMMER	124	31	93	26	...	...	35	72	52
	12.1	8.4	14.2	8.3	...	...	13.8	13.5	10.6
WORK ON CURRICULUM COMMITTEE	236	89	147	42	...	...	67	122	114
	23.1	24.3	22.4	13.3	...	...	26.5	22.9	23.2
COMMITTEE WORK OR SPECIAL ASSIGNMENT OTHER THAN CURRICULUM	191	73	118	44	...	...	49	96	95
	18.7	19.9	18.0	14.0	...	...	19.4	18.0	19.3
UNIVERSITY EXTENSION COURSES	255	84	171	78	...	...	70	143	112
	24.9	22.9	26.1	24.8	...	...	27.7	26.9	22.8
COLLEGE COURSES IN EDUCATION DURING SCHOOL YEAR	306	127	179	129	...	...	48	165	141
	29.9	34.6	27.3	41.0	...	...	19.0	31.0	28.7
COLLEGE COURSES IN SUBJECT FIELDS OTHER THAN EDUCATION DURING SCHOOL YEAR	207	98	109	92	...	...	30	77	130
	20.2	26.7	16.6	29.2	...	...	11.9	14.5	26.5
COLLEGE COURSES IN EUDCATION DURING THE SUMMER	225	85	140	99	...	...	30	118	107
	22.0	23.2	21.3	31.4	...	...	11.9	22.2	21.8
COLLEGE COURSES IN SUBJECTS OTHER THAN EDUCATION DURING THE SUMMER	156	64	92	79	...	...	22	53	103
	15.2	17.4	14.0	25.1	...	...	8.7	10.0	21.0
PROFESSIONAL GROWTH ACTIVITIES SPONSORED BY PROFESSIONAL ASSOCIATION(S)	181	76	105	39	...	...	55	70	111
	17.7	20.7	16.0	12.4	...	...	21.7	13.2	22.6
EDUCATIONAL TV	69	17	52	21	...	...	23	47	22
	6.7	4.6	7.9	6.7	...	...	9.1	8.8	4.5
EXCHANGE TEACHING, DOMESTIC	8	1	7	3	...	...	1	8	...
	.8	.3	1.1	1.0	...	...	.4	1.5	...
EXCHANGE TEACHING, FOREIGN .	1	...	1	1	...	...	...	1	...
	.1	...	.2	.3	...	...	...	.2	...
PEACE CORPS	1	...	1	1	...	...	...	1	...
	.1	...	.2	.3	...	...	...	.2	...
VISTA	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
TEACH CORPS	1	1	...	...	...	...	...	...	1
	.1	.3	...	...	...	...	...	...	.2
TEACHER CORPS	1	...	1	...	...	...	...	1	...
	.1	...	.2	...	...	...	...	.2	...
TOTAL	1,023	367	656	315	243	202	253	532	491
	...	...	...	...	...	...	...	...	...
NO RESPONSE	510	159	351	247	102	68	86	275	235
	33.3	30.2	34.9	44.0	29.6	25.2	25.4	34.1	32.4

	TOTAL SAMPLE	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
SABATICAL LEAVE - FULL-TIME COLLEGE	25 2.4	... ...	... ...	8 2.5	8 3.0	5 1.7	12 2.6	8 3.1
SABATICAL LEAVE - TRAVEL ...	32 3.1	... ...	... ...	9 2.8	9 3.4	5 1.7	19 4.1	8 3.1
SABATICAL LEAVE - OTHER	6 .6	... ...	... ...	3 .9	... ...	2 .7	3 .6	1 .4
OTHER EDUCATIONAL TRAVEL ...	203 19.8	... ...	... ...	71 22.3	47 17.5	61 20.9	94 20.0	48 18.3
SYSTEM-SPONSORED WORKSHOPS DURING SCHOOL YEAR	423 41.3	... ...	... ...	126 39.5	119 44.4	127 43.5	191 40.7	105 40.1
SYSTEM-SPONSORED WORKSHOPS DURING SUMMER	124 12.1	... ...	... ...	26 8.2	43 16.0	42 14.4	67 14.3	15 5.7
WORK ON CURRICULUM COMMITTEE	236 23.1	... ...	... ...	78 24.5	62 23.1	51 17.5	124 26.4	61 23.3
COMMITTEE WORK OR SPECIAL ASSIGNMENT OTHER THAN CURRICULUM	191 18.7	... ...	... ...	65 20.4	40 14.9	48 16.4	92 19.6	51 19.5
UNIVERSITY EXTENSION COURSES	255 24.9	... ...	... ...	69 21.6	80 29.9	70 24.0	131 27.9	54 20.6
COLLEGE COURSES IN EDUCATION DURING SCHOOL YEAR	306 29.9	... ...	... ...	85 26.6	99 36.9	113 38.7	127 27.1	66 25.2
COLLEGE COURSES IN SUBJECT FIELDS OTHER THAN EDUCATION DURING SCHOOL YEAR	207 20.2	... ...	... ...	63 19.7	61 22.8	72 24.7	94 20.0	41 15.6
COLLEGE COURSES IN EUDCATION DURING THE SUMMER	225 22.0	... ...	... ...	78 24.5	76 28.4	79 27.1	88 18.8	58 22.1
COLLEGE COURSES IN SUBJECTS OTHER THAN EDUCATION DURING THE SUMMER	156 15.2	... ...	... ...	51 16.0	48 17.9	45 15.4	66 14.1	45 17.2
PROFESSIONAL GROWTH ACTIVITIES SPONSORED BY PROFESSIONAL ASSOCIATION(S)	181 17.7	... ...	... ...	71 22.3	47 17.5	54 18.5	73 15.6	54 20.6
EDUCATIONAL TV	69 6.7	... ...	... ...	22 6.9	18 6.7	18 6.2	35 7.5	16 6.1
EXCHANGE TEACHING, DOMESTIC	8 .8	... ...	... ...	2 .6	1 .4	3 1.0	4 .9	1 .4
EXCHANGE TEACHING, FOREIGN .	1 .1	... ...	... ...	1 .3	... ...	... ...	1 .2	... ...
PEACE CORPS	1 .1	... ...	... ...	... ...	1 .4	... ...	... ...	1 .4
VISTA	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
TEACH CORPS	1 .1	... ...	... ...	1 .3	... ...	1 .3	... ...	... ...
TEACHER CORPS	1 .1	... ...	... ...	... ...	... ...	1 .3	... ...	... ...
TOTAL	1,023 ...	243 ...	193 ...	319 ...	268 ...	292 ...	469 ...	262 ...
NO RESPONSE	510 33.3	108 30.8	117 37.7	179 35.9	106 28.3	140 32.4	220 31.9	150 36.4

55B. BELOW ARE LISTED SEVERAL TYPES OF PROFESSIONAL GROWTH ACTIVITIES, PLEASE INDICATE IF YOU HAVE PARTICIPATED IN ANY OF THESE DURING 1969-70

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
SABATICAL LEAVE - FULL-TIME COLLEGE	16 1.5	9 2.3	7 1.0	12 3.2	3 1.2	... ...	... ...	8 1.4	8 1.5
SABATICAL LEAVE - TRAVEL ...	33 3.0	13 3.3	20 2.8	8 2.1	3 1.2	... ...	... ...	18 3.1	15 2.9
SABATICAL LEAVE - OTHER	3 .3	2 .5	1 .1	2 .5	... ...	... ...	... ...	1 .2	2 .4
OTHER EDUCATIONAL TRAVEL ...	252 22.9	82 20.9	170 24.0	87 23.1	56 21.9	... ...	... ...	138 23.8	114 21.9
SYSTEM-SPONSORED WORKSHOPS DURING SCHOOL YEAR	543 49.3	170 43.3	373 52.7	156 41.5	137 53.5	... ...	... ...	322 55.5	221 42.4
SYSTEM-SPONSORED WORKSHOPS DURING SUMMER	142 12.9	44 11.2	98 13.8	33 8.8	34 13.3	... ...	... ...	77 13.3	65 12.5
WORK ON CURRICULUM COMMITTEE	295 26.8	114 29.0	181 25.6	82 21.8	78 30.5	... ...	... ...	143 24.7	152 29.2
COMMITTEE WORK OR SPECIAL ASSIGNMENT OTHER THAN CURRICULUM	264 24.0	97 24.7	167 23.6	71 18.9	65 25.4	... ...	... ...	135 23.3	129 24.8
UNIVERSITY EXTENSION COURSES	239 21.7	82 20.9	157 22.2	84 22.3	57 22.3	... ...	... ...	127 21.9	112 21.5
COLLEGE COURSES IN EDUCATION DURING SCHOOL YEAR	323 29.3	127 32.3	196 27.7	136 36.2	75 29.3	... ...	... ...	179 30.9	144 27.6
COLLEGE COURSES IN SUBJECT FIELDS OTHER THAN EDUCATION DURING SCHOOL YEAR	201 18.3	86 21.9	115 16.2	94 25.0	45 17.6	... ...	... ...	79 13.6	122 23.4
COLLEGE COURSES IN EDUCATION DURING THE SUMMER	232 21.1	86 21.9	146 20.6	109 29.0	52 20.3	... ...	... ...	129 22.2	103 19.8
COLLEGE COURSES IN SUBJECTS OTHER THAN EDUCATION DURING THE SUMMER	154 14.0	70 17.8	84 11.9	76 20.2	35 13.7	... ...	... ...	54 9.3	100 19.2
PROFESSIONAL GROWTH ACTIVITIES SPONSORED BY PROFESSIONAL ASSOCIATION(S)	217 19.7	81 20.6	136 19.2	54 14.4	52 20.3	... ...	... ...	97 16.7	120 23.0
EDUCATIONAL TV	81 7.4	17 4.3	64 9.0	25 6.6	16 6.3	... ...	... ...	54 9.3	27 5.2
EXCHANGE TEACHING, DOMESTIC	9 .8	1 .3	8 1.1	2 .5	2 .8	... ...	... ...	8 1.4	1 .2
EXCHANGE TEACHING, FOREIGN .	1 .1	1 .3	... ...	1 .3	... ...	... ...	... ...	... ...	1 .2
PEACE CORPS	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
VISTA	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
TEACH CORPS	1 .1	1 .3	... ...	... ...	1 .4	... ...	... ...	... ...	1 .2
TEACHER CORPS	4 .4	1 .3	3 .4	1 .3	1 .4	... ...	... ...	4 .7	... ...
TOTAL	1,101 ...	393 ...	708 ...	376 ...	256 ...	215 ...	241 ...	580 ...	521 ...
NO RESPONSE	432 28.2	133 25.3	299 29.7	186 33.1	89 25.8	55 20.4	98 28.9	227 28.1	205 28.2

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
I	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
SABATICAL LEAVE - FULL-TIME COLLEGE	16	1	...	8	3	5	7	4
	1.5	.4	...	2.3	1.1	1.6	1.4	1.4
SABATICAL LEAVE - TRAVEL ...	33	9	...	9	7	7	19	7
	3.0	3.4	...	2.6	2.5	2.3	3.7	2.5
SABATICAL LEAVE - OTHER	3	...	...	2	...	1	1	1
	.3	...	...	.6	...	.3	.2	.4
OTHER EDUCATIONAL TRAVEL ...	252	70	...	85	63	78	118	56
	22.9	26.5	...	24.1	22.5	25.1	23.0	20.3
SYSTEM-SPONSORED WORKSHOPS DURING SCHOOL YEAR	543	119	...	167	145	155	264	124
	49.3	45.1	...	47.4	51.8	49.8	51.4	44.9
SYSTEM-SPONSORED WORKSHOPS DURING SUMMER	142	23	...	35	52	44	65	33
	12.9	8.7	...	9.9	18.6	14.1	12.6	12.0
WORK ON CURRICULUM COMMITTEE	295	73	...	102	69	53	156	86
	26.8	27.7	...	29.0	24.6	17.0	30.4	31.2
COMMITTEE WORK OR SPECIAL ASSIGNMENT OTHER THAN CURRICULUM	264	65	...	87	56	68	128	68
	24.0	24.6	...	24.7	20.0	21.9	24.9	24.6
UNIVERSITY EXTENSION COURSES	239	47	...	59	91	70	122	47
	21.7	17.8	...	16.8	32.5	22.5	23.7	17.0
COLLEGE COURSES IN EDUCATION DURING SCHOOL YEAR	323	84	...	91	99	114	133	76
	29.3	31.8	...	25.9	35.4	36.7	25.9	27.5
COLLEGE COURSES IN SUBJECT FIELDS OTHER THAN EDUCATION DURING SCHOOL YEAR	201	59	...	48	70	73	86	42
	18.3	22.3	...	13.6	25.0	23.5	16.7	15.2
COLLEGE COURSES IN EUDCATION DURING THE SUMMER	232	50	...	80	74	74	93	65
	21.1	18.9	...	22.7	26.4	23.8	18.1	23.6
COLLEGE COURSES IN SUBJECTS OTHER THAN EDUCATION DURING THE SUMMER	154	32	...	52	54	43	66	45
	14.0	12.1	...	14.8	19.3	13.8	12.8	16.3
PROFESSIONAL GROWTH ACTIVITIES SPONSORED BY PROFESSIONAL ASSOCIATION(S)	217	43	...	70	66	63	97	57
	19.7	16.3	...	19.9	23.6	20.3	18.9	20.7
EDUCATIONAL TV	81	10	...	21	21	26	41	14
	7.4	3.8	...	6.0	7.5	8.4	8.0	5.1
EXCHANGE TEACHING, DOMESTIC	9	...	...	3	2	3	5	1
	.8	...	...	.9	.7	1.0	1.0	.4
EXCHANGE TEACHING, FOREIGN .	1	...	...	1	...	1	...	...
	.1	...	...	.3	...	.3	...	...
PEACE CORPS	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
VISTA	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
TEACH CORPS	1	...	...	1	...	1	...	...
	.1	...	...	.3	...	.3	...	...
TEACHER CORPS	4	1	...	2	1	2	...	2
	.4	.4	...	.6	.4	.6	...	.7
TOTAL	1,101	264	205	352	280	311	514	276
	...	...	...	...	...	...	...	...
NO RESPONSE	432	87	105	146	94	121	175	136
	28.2	24.8	33.9	29.3	25.1	28.0	25.4	33.0

55C. BELOW ARE LISTED SEVERAL TYPES OF PROFESSIONAL GROWTH ACTIVITIES. PLEASE INDICATE IF YOU HAVE PARTICIPATED IN ANY OF THESE DURING 1970-71

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
SABATICAL LEAVE - FULL-TIME COLLEGE	7 .6	4 1.0	3 .4	4 .9	1 .4	... ...	1 .4	3 .5	4 .7
SABATICAL LEAVE - TRAVEL ...	24 2.2	10 2.4	16 2.1	8 1.9	3 1.1	... ...	10 4.0	13 2.1	13 2.3
SABATICAL LEAVE - OTHER	6 .5	4 1.0	2 .3	4 .9	1 .4	... ...	1 .4	1 .2	5 .9
OTHER EDUCATIONAL TRAVEL ...	189 16.2	60 14.5	129 17.2	57 13.4	37 14.1	... ...	61 24.4	98 16.0	91 16.4
SYSTEM-SPONSORED WORKSHOPS DURING SCHOOL YEAR	545 46.7	166 40.0	379 50.4	183 43.2	115 43.7	... ...	134 53.6	323 52.7	222 40.1
SYSTEM-SPONSORED WORKSHOPS DURING SUMMER	117 10.0	30 7.2	87 11.6	36 8.5	22 8.4	... ...	32 12.8	75 12.2	42 7.6
WORK ON CURRICULUM COMMITTEE	354 30.3	132 31.8	222 29.5	116 27.4	83 31.6	... ...	77 30.8	169 27.6	185 33.4
COMMITTEE WORK OR SPECIAL ASSIGNMENT OTHER THAN CURRICULUM	359 30.8	131 31.6	228 30.3	132 31.1	70 26.6	... ...	73 29.2	199 32.5	160 28.9
UNIVERSITY EXTENSION COURSES	250 21.4	88 21.2	162 21.5	114 26.9	53 20.2	... ...	37 14.8	135 22.0	115 20.8
COLLEGE COURSES IN EDUCATION DURING SCHOOL YEAR	325 27.8	120 28.9	205 27.3	157 37.0	67 25.5	... ...	35 14.0	187 30.5	138 24.9
COLLEGE COURSES IN SUBJECT FIELDS OTHER THAN EDUCATION DURING SCHOOL YEAR	187 16.0	86 20.7	101 13.4	102 24.1	39 14.8	... ...	16 6.4	70 11.4	117 21.1
COLLEGE COURSES IN EDUCATION DURING THE SUMMER	172 14.7	67 16.1	105 14.0	82 19.3	36 13.7	... ...	16 6.4	100 16.3	72 13.0
COLLEGE COURSES IN SUBJECTS OTHER THAN EDUCATION DURING THE SUMMER	128 11.0	61 14.7	67 8.9	54 12.7	37 14.1	... ...	10 4.0	43 7.0	[illegible] 15.3
PROFESSIONAL GROWTH ACTIVITIES SPONSORED BY PROFESSIONAL ASSOCIATION(S)	255 21.9	86 20.7	169 22.5	82 19.3	66 25.1	... ...	58 23.2	123 20.1	132 23.8
EDUCATIONAL TV	119 10.2	27 6.5	92 12.2	44 10.4	20 7.6	... ...	33 13.2	80 13.1	39 7.0
EXCHANGE TEACHING, DOMESTIC	9 .8	1 .2	8 1.1	4 .9	3 1.1	... ...	1 .4	7 1.1	2 .4
EXCHANGE TEACHING, FOREIGN .	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
PEACE CORPS	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
VISTA	1 .1	1 .2	... ...	1 .2	... ...	... ...	... ...	... ...	1 .2
TEACH CORPS	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
TEACHER CORPS	2 .2	1 .2	1 .1	1 .2	... ...	... ...	... ...	2 .3	... ...
TOTAL	1,167 ...	415 ...	752 ...	424 ...	263 ...	217 ...	250 ...	613 ...	554 ...
NO RESPONSE	366 23.9	111 21.1	255 25.3	138 24.6	82 23.8	53 19.6	89 26.3	194 24.0	172 23.7

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
SABATICAL LEAVE - FULL-TIME COLLEGE	7	...	...	4	1	2	5	...
	.6	...	...	1.1	.3	.6	.9	...
SABATICAL LEAVE - TRAVEL ...	26	5	...	11	5	4	14	8
	2.2	1.8	...	2.9	1.7	1.3	2.6	2.5
SABATICAL LEAVE - OTHER	6	1	...	2	1	2	4	...
	.5	.4	...	.5	.3	.6	.7	...
OTHER EDUCATIONAL TRAVEL ...	189	63	...	61	41	56	84	49
	16.2	22.6	...	16.1	14.1	17.9	15.6	15.6
SYSTEM-SPONSORED WORKSHOPS DURING SCHOOL YEAR	545	107	...	178	142	156	260	129
	46.7	38.4	...	47.0	49.0	50.0	48.1	41.0
SYSTEM-SPONSORED WORKSHOPS DURING SUMMER	117	24	...	35	26	39	49	29
	10.0	8.6	...	9.2	9.0	12.5	9.1	9.2
WORK ON CURRICULUM COMMITTEE	354	90	...	123	82	73	168	113
	30.3	32.3	...	32.5	28.3	23.4	31.1	35.9
COMMITTEE WORK OR SPECIAL ASSIGNMENT OTHER THAN CURRICULUM	359	88	...	131	77	87	160	112
	30.8	31.5	...	34.6	26.6	27.9	29.6	35.6
UNIVERSITY EXTENSION COURSES	250	39	...	69	94	70	123	57
	21.4	14.0	...	18.2	32.4	22.4	22.8	18.1
COLLEGE COURSES IN EDUCATION DURING SCHOOL YEAR	325	98	...	93	87	113	131	81
	27.8	35.1	...	24.5	30.0	36.2	24.3	25.7
COLLEGE COURSES IN SUBJECT FIELDS OTHER THAN EDUCATION DURING SCHOOL YEAR	187	56	...	49	54	70	82	35
	16.0	20.1	...	12.9	18.6	22.4	15.2	11.1
COLLEGE COURSES IN EUDCATION DURING THE SUMMER	172	38	...	57	47	52	71	49
	14.7	13.6	...	15.0	16.2	16.7	13.1	15.6
COLLEGE COURSES IN SUBJECTS OTHER THAN EDUCATION DURING THE SUMMER	128	24	...	41	48	38	54	36
	11.0	8.6	...	10.8	16.6	12.2	10.0	11.4
PROFESSIONAL GROWTH ACTIVITIES SPONSORED BY PROFESSIONAL ASSOCIATION(S)	255	54	...	86	75	79	102	74
	21.9	19.4	...	22.7	25.9	25.3	18.9	23.5
EDUCATIONAL TV	119	23	...	32	26	39	50	30
	10.2	8.2	...	8.4	9.0	12.5	9.3	9.5
EXCHANGE TEACHING, DOMESTIC	9	1	...	2	...	3	5	1
	.8	.4	...	.5	...	1.0	.9	.3
EXCHANGE TEACHING, FOREIGN .	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
PEACE CORPS	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
VISTA	1	...	...	...	1	1	...	...
	.1	...	...	...	.3	.3	...	...
TEACH CORPS	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
TEACHER CORPS	2	...	...	1	1	1	...	1
	.2	...	...	.3	.3	.3	...	.3
TOTAL	1,167	279	219	379	290	312	540	315
	...	...	...	...	...	...	...	...
NO RESPONSE	366	72	91	119	84	120	149	97
	23.9	20.5	29.4	23.9	22.5	27.8	21.6	23.5

55D. BELOW ARE LISTED SEVERAL TYPES OF PROFESSIONAL GROWTH ACTIVITIES. PLEASE INDICATE IF YOU HAVE PARTICIPATED IN ANY OF THESE DURING THE PAST THREE YEARS

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
SABATICAL LEAVE - FULL-TIME COLLEGE	34	19	15	21	7	4	2	12	22
	2.4	3.9	1.7	4.2	2.2	1.6	.6	1.6	3.3
SABATICAL LEAVE - TRAVEL ...	53	16	37	14	5	11	22	32	21
	3.8	3.3	4.1	2.8	1.6	4.3	7.1	4.4	3.2
SABATICAL LEAVE - OTHER	10	4	6	4	1	2	3	3	7
	.7	.8	.7	.8	.3	.8	1.0	.4	1.1
OTHER EDUCATIONAL TRAVEL ...	368	116	252	126	73	60	104	190	178
	26.4	23.9	27.8	25.5	23.0	23.5	33.4	26.0	26.9
SYSTEM-SPONSORED WORKSHOPS DURING SCHOOL YEAR	816	262	554	259	191	169	192	477	339
	58.6	54.0	61.0	52.3	60.3	66.3	61.7	65.3	51.2
SYSTEM-SPONSORED WORKSHOPS DURING SUMMER	285	71	214	79	62	62	76	170	115
	20.5	14.6	23.6	16.0	19.6	24.3	24.4	23.3	17.4
WORK ON CURRICULUM COMMITTEE	569	204	365	170	139	126	131	287	282
	40.8	42.1	40.2	34.3	43.8	49.4	42.1	39.3	42.6
COMMITTEE WORK OR SPECIAL ASSIGNMENT OTHER THAN CURRICULUM	492	179	313	164	108	105	107	265	227
	35.3	36.9	34.5	33.1	34.1	41.2	34.4	36.3	34.3
UNIVERSITY EXTENSION COURSES	454	148	306	165	115	80	91	246	208
	32.6	30.5	33.7	33.3	36.3	31.4	29.3	33.7	31.4
COLLEGE COURSES IN EDUCATION DURING SCHOOL YEAR	559	209	350	244	124	102	82	302	257
	40.1	43.1	38.5	49.3	39.1	40.0	26.4	41.3	38.8
COLLEGE COURSES IN SUBJECT FIELDS OTHER THAN EDUCATION DURING SCHOOL YEAR	364	150	214	174	80	58	46	145	219
	26.1	30.9	23.6	35.2	25.2	22.7	14.8	19.8	33.1
COLLEGE COURSES IN EUDCATION DURING THE SUMMER	423	151	272	192	96	79	52	233	190
	30.4	31.1	30.0	38.8	30.3	31.0	16.7	31.9	28.7
COLLEGE COURSES IN SUBJECTS OTHER THAN EDUCATION DURING THE SUMMER	299	127	172	147	69	46	33	105	194
	21.5	26.2	18.9	29.7	21.8	18.0	10.6	14.4	29.3
PROFESSIONAL GROWTH ACTIVITIES SPONSORED BY PROFESSIONAL ASSOCIATION(S)	341	123	218	99	85	74	80	158	183
	24.5	25.4	24.0	20.0	26.8	29.0	25.7	21.6	27.6
EDUCATIONAL TV	158	34	124	54	25	31	44	108	50
	11.3	7.0	13.7	10.9	7.9	12.2	14.1	14.8	7.6
EXCHANGE TEACHING, DOMESTIC	19	3	16	7	5	1	6	16	3
	1.4	.6	1.8	1.4	1.6	.4	1.9	2.2	.5
EXCHANGE TEACHING, FOREIGN .	2	1	1	2	...	...	...	1	1
	.1	.2	.1	.4	...	...	...	.1	.2
PEACE CORPS	1	...	1	1	...	...	...	1	...
	.1	...	.1	.2	...	...	...	.1	...
VISTA	1	1	...	1	...	...	...	...	1
	.1	.2	...	.2	...	...	...	...	.2
TEACH CORPS	1	1	...	...	1	...	...	...	1
	.1	.2	...	...	.3	...	...	...	.2
TEACHER CORPS	4	1	3	1	1	1	1	4	...
	.3	.2	.3	.2	.3	.4	.3	.5	...
TOTAL	1,393	485	908	495	317	255	311	731	662
	...	...	...	...	...	...	...	...	...
NO RESPONSE	140	41	99	67	28	15	28	76	64
	9.1	7.8	9.8	11.9	8.1	5.6	8.3	9.4	8.8

	TOTAL SAMPLE	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
SABATICAL LEAVE - FULL-TIME COLLEGE	34 2.4	1 .3	10 3.7	14 3.1	9 2.6	8 2.1	17 2.7	9 2.4
SABATICAL LEAVE - TRAVEL	53 3.8	12 3.7	13 4.8	16 3.6	12 3.5	8 2.1	31 4.9	14 3.7
SABATICAL LEAVE - OTHER	10 .7	3 .9	3 1.1	3 .7	1 .3	3 .8	6 .9	1 .3
OTHER EDUCATIONAL TRAVEL ...	368 26.4	100 30.7	53 19.6	123 27.4	92 26.5	109 28.3	169 26.7	90 24.1
SYSTEM-SPONSORED WORKSHOPS DURING SCHOOL YEAR	816 58.6	177 54.3	175 64.6	252 56.1	212 61.1	243 63.1	380 59.9	193 51.6
SYSTEM-SPONSORED WORKSHOPS DURING SUMMER	285 20.5	56 17.2	66 24.4	76 16.9	87 25.1	103 26.8	127 20.0	55 14.7
WORK ON CURRICULUM COMMITTEE	569 40.8	137 42.0	94 34.7	197 43.9	141 40.6	125 32.5	279 44.0	165 44.1
COMMITTEE WORK OR SPECIAL ASSIGNMENT OTHER THAN CURRICULUM	492 35.3	119 36.5	90 33.2	173 38.5	110 31.7	127 33.0	228 36.0	137 36.6
UNIVERSITY EXTENSION COURSES	454 32.6	74 22.7	99 36.5	131 29.2	150 43.2	129 33.5	222 35.0	103 27.5
COLLEGE COURSES IN EDUCATION DURING SCHOOL YEAR	559 40.1	148 45.4	92 33.9	162 36.1	157 45.2	184 47.8	244 38.5	131 35.0
COLLEGE COURSES IN SUBJECT FIELDS OTHER THAN EDUCATION DURING SCHOOL YEAR	364 26.1	98 30.1	55 20.3	105 23.4	106 30.5	123 31.9	166 26.2	75 20.1
COLLEGE COURSES IN EDUCATION DURING THE SUMMER	423 30.4	90 27.6	68 25.1	140 31.2	125 36.0	128 33.2	175 27.6	120 32.1
COLLEGE COURSES IN SUBJECTS OTHER THAN EDUCATION DURING THE SUMMER	299 21.5	60 18.4	41 15.1	95 21.2	103 29.7	86 22.3	129 20.3	84 22.5
PROFESSIONAL GROWTH ACTIVITIES SPONSORED BY PROFESSIONAL ASSOCIATION(S)	341 24.5	67 20.6	57 21.0	115 25.6	102 29.4	102 26.5	142 22.4	97 25.9
EDUCATIONAL TV	158 11.3	26 8.0	48 17.7	44 9.8	40 11.5	51 13.2	71 11.2	36 9.6
EXCHANGE TEACHING, DOMESTIC	19 1.4	1 .3	9 3.3	6 1.3	3 .9	7 1.8	9 1.4	3 .8
EXCHANGE TEACHING, FOREIGN	2 .1	... ...	... ...	2 .4	... ...	1 .3	1 .2	... ...
PEACE CORPS	1 .1	... ...	... ...	... ...	1 .3	... ...	... ...	1 .3
VISTA	1 .1	... ...	... ...	... ...	1 .3	1 .3	... ...	... ...
TEACH CORPS	1 .1	... ...	... ...	1 .2	... ...	1 .3	... ...	... ...
TEACHER CORPS	4 .3	1 .3	... ...	2 .4	1 .3	2 .5	... ...	2 .5
TOTAL	1,393 ...	326 ...	271 ...	449 ...	347 ...	385 ...	634 ...	374 ...
NO RESPONSE	140 9.1	25 7.1	39 12.6	49 9.8	27 7.2	47 10.9	55 8.0	38 9.2

55E. DID YOU TAKE SABBATICAL LEAVE DURING THE PAST THREE YEARS

	TOTAL SAMPLE	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN	WOMEN	LESS THAN 30	30-39	40-49	50 OR MORE	ELEMEN-TARY	SECON-DARY
1	2	3	4	5	6	7	8	9	10
YES	88	35	53	34	12	16	25	45	43
	5.7	6.7	5.3	6.0	3.5	5.9	7.4	5.6	5.9
NO	1,445	491	954	528	333	254	314	762	683
	94.3	93.3	94.7	94.0	96.5	94.1	92.6	94.4	94.1
TOTAL	1,533	526	1,007	562	345	270	339	807	726
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

	TOTAL SAMPLE	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
YES	88	14	24	28	22	17	47	24
	5.7	4.0	7.7	5.6	5.9	3.9	6.8	5.8
NO	1,445	337	286	470	352	415	642	388
	94.3	96.0	92.3	94.4	94.1	96.1	93.2	94.2
TOTAL	1,533	351	310	498	374	432	689	412
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

56. HOW MANY COLLEGE CREDITS HAVE YOU EARNED IN THE LAST THREE YEARS. INCLUDE ONLY THOSE YOU HAVE EARNED SINCE COLLEGE GRADUATION

	TOTAL SAMPLE	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN	WOMEN	LESS THAN 30	30-39	40-49	50 OR MORE	ELEMEN-TARY	SECON-DARY
1	2	3	4	5	6	7	8	9	10
NONE	594	166	428	197	116	100	176	335	259
	39.0	31.7	42.7	35.2	33.7	37.3	52.2	41.7	35.9
LESS THAN 3 SEMESTER HOURS .	42	10	32	12	10	8	12	15	27
	2.8	1.9	3.2	2.1	2.9	3.0	3.6	1.9	3.7
3 - 5 SEMESTER HOURS	169	50	119	47	42	36	43	98	71
	11.1	9.6	11.9	8.4	12.2	13.4	12.8	12.2	9.8
6 - 8 SEMESTER HOURS	169	56	113	54	50	25	40	90	79
	11.1	10.7	11.3	9.7	14.5	9.3	11.9	11.2	10.9
9 - 11 SEMESTER HOURS	111	40	71	46	26	24	13	56	55
	7.3	7.6	7.1	8.2	7.6	9.0	3.9	7.0	7.6
12 - 14 SEMESTER HOURS	105	47	58	44	25	21	13	45	60
	6.9	9.0	5.8	7.9	7.3	7.8	3.9	5.6	8.3
15 - 17 SEMESTER HOURS	72	27	45	33	17	12	9	37	35
	4.7	5.2	4.5	5.9	4.9	4.5	2.7	4.6	4.8
18 - 20 SEMESTER HOURS	47	23	24	17	10	9	9	24	23
	3.1	4.4	2.4	3.0	2.9	3.4	2.7	3.0	3.2
21 - 23 SEMESTER HOURS	23	9	14	14	4	2	3	12	11
	1.5	1.7	1.4	2.5	1.2	.7	.9	1.5	1.5
24 - 26 SEMESTER HOURS	28	13	15	9	7	7	5	12	16
	1.8	2.5	1.5	1.6	2.0	2.6	1.5	1.5	2.2
27 - 29 SEMESTER HOURS	26	10	16	11	9	3	2	15	11
	1.7	1.9	1.6	2.0	2.6	1.1	.6	1.9	1.5
30 OR MORE SEMESTER HOURS ..	139	72	67	75	28	21	12	64	75
	9.1	13.8	6.7	13.4	8.1	7.8	3.6	8.0	10.4
TOTAL	1,525	523	1,002	559	344	268	337	803	722
	100.1	100.0	100.1	99.9	99.9	99.9	100.3	100.1	99.8
NO RESPONSE	8	3	5	3	1	2	2	4	4
	.5	.6	.5	.5	.3	.7	.6	.5	.6
MEAN	9	12	7	11	9	9	5	8	9
MEDIAN	4	6	3	6	6	4	0	4	6
LOW	0	0	0	0	0	0	0	0	0
HIGH	95	95	60	66	95	80	40	95	80
STANDARD ERROR OF THE MEAN .	.3	.6	.3	.6	.7	.7	.5	.4	.5

	TOTAL SAMPLE	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
NONE	594	146	119	224	105	136	280	178
	39.0	42.0	38.5	45.1	28.3	31.7	40.8	43.4
LESS THAN 3 SEMESTER HOURS .	42	6	10	14	12	6	23	13
	2.8	1.7	3.2	2.8	3.2	1.4	3.4	3.2
3 - 5 SEMESTER HOURS	169	21	46	66	36	52	74	43
	11.1	6.0	14.9	13.3	9.7	12.1	10.8	10.5
6 - 8 SEMESTER HOURS	169	28	38	54	49	43	74	52
	11.1	8.0	12.3	10.9	13.2	10.0	10.8	12.7
9 - 11 SEMESTER HOURS	111	30	23	33	25	30	65	16
	7.3	8.6	7.4	6.6	6.7	7.0	9.5	3.9
12 - 14 SEMESTER HOURS	105	30	23	27	25	33	45	27
	6.9	8.6	7.4	5.4	6.7	7.7	6.6	6.6
15 - 17 SEMESTER HOURS	72	22	13	19	18	21	29	22
	4.7	6.3	4.2	3.8	4.9	4.9	4.2	5.4
18 - 20 SEMESTER HOURS	47	15	10	8	14	16	18	13
	3.1	4.3	3.2	1.6	3.8	3.7	2.6	3.2
21 - 23 SEMESTER HOURS	23	7	3	5	8	11	7	5
	1.5	2.0	1.0	1.0	2.2	2.6	1.0	1.2
24 - 26 SEMESTER HOURS	28	5	5	6	12	14	5	9
	1.8	1.4	1.6	1.2	3.2	3.3	.7	2.2
27 - 29 SEMESTER HOURS	26	7	4	6	9	14	7	5
	1.7	2.0	1.3	1.2	2.4	3.3	1.0	1.2
30 OR MORE SEMESTER HOURS ..	139	31	15	35	58	53	59	27
	9.1	8.9	4.9	7.0	15.6	12.4	8.6	6.6
TOTAL	1,525	348	309	497	371	429	686	410
	100.1	99.8	99.9	99.9	99.9	100.1	100.0	100.1
NO RESPONSE	8	3	1	1	3	3	3	2
	.5	.9	.3	.2	.8	.7	.4	.5
MEAN	9	9	7	7	13	11	8	8
MEDIAN	4	6	3	3	7	6	3	3
LOW	0	0	0	0	0	0	0	0
HIGH	95	60	48	80	95	95	66	64
STANDARD ERROR OF THE MEAN .	.3	.6	.5	.5	.8	.7	.4	.6

56. HOW MANY COLLEGE CREDITS HAVE YOU EARNED IN THE LAST THREE YEARS. INCLUDE ONLY THOSE YOU HAVE EARNED SINCE COLLEGE GRADUATION. (EXCLUDING THOSE WHO INDICATED NONE)

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
LESS THAN 3 SEMESTER HOURS .	42	10	32	12	...	...	...	15	27
	4.5	2.8	5.6	3.3	...	...	...	3.2	5.8
3 - 5 SEMESTER HOURS	169	50	119	47	...	...	...	98	71
	18.2	14.0	20.7	13.0	...	...	...	20.9	15.3
6 - 8 SEMESTER HOURS	169	56	113	54	...	...	...	90	79
	18.2	15.7	19.7	14.9	...	...	...	19.2	17.1
9 - 11 SEMESTER HOURS	111	40	71	46	...	...	...	56	55
	11.9	11.2	12.4	12.7	...	...	...	12.0	11.9
12 - 14 SEMESTER HOURS	105	47	58	44	...	...	...	45	60
	11.3	13.2	10.1	12.2	...	...	...	9.6	13.0
15 - 17 SEMESTER HOURS	72	27	45	33	...	...	...	37	35
	7.7	7.6	7.8	9.1	...	...	...	7.9	7.6
18 - 20 SEMESTER HOURS	47	23	24	17	...	...	...	24	23
	5.0	6.4	4.2	4.7	...	...	...	5.1	5.0
21 - 23 SEMESTER HOURS	23	9	14	14	...	...	...	12	11
	2.5	2.5	2.4	3.9	...	...	...	2.6	2.4
24 - 26 SEMESTER HOURS	28	13	15	9	...	...	...	12	16
	3.0	3.6	2.6	2.5	...	...	...	2.6	3.5
27 - 29 SEMESTER HOURS	26	10	16	11	...	...	...	15	11
	2.8	2.8	2.8	3.0	...	...	...	3.2	2.4
30 OR MORE SEMESTER HOURS ..	139	72	67	75	...	...	...	64	75
	14.9	20.2	11.7	20.7	...	...	...	13.7	16.2
TOTAL	931	357	574	362	228	168	161	468	463
	100.0	100.0	100.0	100.0	...	...	...	100.0	100.2
NO RESPONSE	602	169	433	200	117	102	178	339	263
	39.3	32.1	43.0	35.6	33.9	37.8	52.5	42.0	36.2
MEAN	14	17	13	16	14	14	11	14	15
MEDIAN	10	12	9	12	10	10	6	9	11
LOW	1	2	1	1	1	1	1	1	1
HIGH	95	95	60	66	95	80	60	95	80
STANDARD ERROR OF THE MEAN .	.4	.8	.5	.7	.8	1.0	.8	.6	.6

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
LESS THAN 3 SEMESTER HOURS .	42	...	...	14	12	6	23	...
	4.5	...	...	5.1	4.5	2.0	5.7	...
3 - 5 SEMESTER HOURS	169	...	...	66	36	52	74	...
	18.2	...	...	24.2	13.5	17.7	18.2	...
6 - 8 SEMESTER HOURS	169	...	...	54	49	43	74	...
	18.2	...	...	19.8	18.4	14.7	18.2	...
9 - 11 SEMESTER HOURS	111	...	...	33	25	30	65	...
	11.9	...	...	12.1	9.4	10.2	16.0	...
12 - 14 SEMESTER HOURS	105	...	...	27	25	33	45	...
	11.3	...	...	9.9	9.4	11.3	11.1	...
15 - 17 SEMESTER HOURS	72	...	...	19	18	21	29	...
	7.7	...	...	7.0	6.8	7.2	7.1	...
18 - 20 SEMESTER HOURS	47	...	...	8	14	16	18	...
	5.0	...	...	2.9	5.3	5.5	4.4	...
21 - 23 SEMESTER HOURS	23	...	...	5	8	11	7	...
	2.5	...	...	1.8	3.0	3.8	1.7	...
24 - 26 SEMESTER HOURS	28	...	...	6	12	14	5	...
	3.0	...	...	2.2	4.5	4.8	1.2	...
27 - 29 SEMESTER HOURS	26	...	...	6	9	14	7	...
	2.8	...	...	2.2	3.4	4.8	1.7	...
30 OR MORE SEMESTER HOURS ..	139	...	...	35	58	53	59	...
	14.9	...	...	12.8	21.8	18.1	14.5	...
TOTAL	931	202	190	273	266	293	406	232
	100.0	...	...	100.0	100.0	100.1	99.8	...
NO RESPONSE	602	149	120	225	108	139	283	180
	39.3	42.5	38.7	45.2	28.9	32.2	41.1	43.7
MEAN	14	16	11	13	17	17	13	14
MEDIAN	10	12	9	9	12	12	9	9
LOW	1	2	1	1	1	1	1	1
HIGH	95	60	48	80	95	95	66	64
STANDARD ERROR OF THE MEAN .	.4	.8	.6	.7	.9	.8	.6	.8

57. IF QUESTION 56 IS ANSWERED YES, HOW MUCH OF YOUR OWN MONEY HAVE YOU SPENT

A. FOR FEES AND TUITION

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
NONE	164	61	103	42	...	...	...	89	75
	17.6	17.1	17.9	11.6	...	...	...	19.0	16.2
LESS THAN $100	184	60	124	57	...	...	...	94	90
	19.8	16.8	21.6	15.7	...	...	...	20.1	19.4
100 - $ 199	158	60	98	56	...	...	...	83	75
	17.0	16.8	17.1	15.5	...	...	...	17.7	16.2
200 - 299	115	37	78	46	...	...	...	58	57
	12.4	10.4	13.6	12.7	...	...	...	12.4	12.3
300 - 399	80	26	54	40	...	...	...	37	43
	8.6	7.3	9.4	11.0	...	...	...	7.9	9.3
400 - 499	47	18	29	23	...	...	...	23	24
	5.0	5.0	5.1	6.4	...	...	...	4.9	5.2
500 - 599	45	26	19	26	...	...	...	21	24
	4.8	7.3	3.3	7.2	...	...	...	4.5	5.2
600 - 699	23	7	16	7	...	...	...	12	11
	2.5	2.0	2.8	1.9	...	...	...	2.6	2.4
700 - 799	21	13	8	13	...	...	...	7	14
	2.3	3.6	1.4	3.6	...	...	...	1.5	3.0
800 - 899	15	8	7	7	...	...	...	3	12
	1.6	2.2	1.2	1.9	...	...	...	.6	2.6
900 - 999	11	5	6	8	...	...	...	3	8
	1.2	1.4	1.0	2.2	...	...	...	.6	1.7
1,000 - 1,499	32	14	18	17	...	...	...	21	11
	3.4	3.9	3.1	4.7	...	...	...	4.5	2.4
1,500 - 1,999	17	9	8	8	...	...	...	5	12
	1.8	2.5	1.4	2.2	...	...	...	1.1	2.6
$2,000 OR MORE	19	13	6	12	...	...	...	12	7
	2.0	3.6	1.0	3.3	...	...	...	2.6	1.5
TOTAL	931	357	574	362	228	168	161	468	463
	100.0	99.9	99.9	99.9	...	...	...	100.0	100.0
MEAN	310	387	262	401	274	299	160	304	317
MEDIAN	152	180	150	238	150	149	90	150	175
LOW	0	0	0	0	0	0	0	0	0
HIGH	4,200	4,200	3,000	4,200	3,000	4,000	1,500	4,200	4,000
STANDARD ERROR OF THE MEAN	15.3	30.7	15.4	28.0	27.2	38.3	18.0	22.4	20.7

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
NONE	164	...	...	41	37	45	82	...
	17.6	...	...	15.0	13.9	15.4	20.2	...
LESS THAN $100	184	...	...	57	54	44	85	...
	19.8	...	...	20.9	20.3	15.0	20.9	...
100 - $ 199	158	...	...	55	47	43	67	...
	17.0	...	...	20.1	17.7	14.7	16.5	...
200 - 299	115	...	...	29	35	36	45	...
	12.4	...	...	10.6	13.2	12.3	11.1	...
300 - 399	80	...	...	21	27	29	35	...
	8.6	...	...	7.7	10.2	9.9	8.6	...
400 - 499	47	...	...	16	13	17	17	...
	5.0	...	...	5.9	4.9	5.8	4.2	...
500 - 599	45	...	...	14	14	19	22	...
	4.8	...	...	5.1	5.3	6.5	5.4	...
600 - 699	23	...	...	3	8	9	12	...
	2.5	...	...	1.1	3.0	3.1	3.0	...
700 - 799	21	...	...	10	7	6	9	...
	2.3	...	...	3.7	2.6	2.0	2.2	...
800 - 899	15	...	...	4	6	9	3	...
	1.6	...	...	1.5	2.3	3.1	.7	...
900 - 999	11	...	...	2	3	2	8	...
	1.2	...	...	.7	1.1	.7	2.0	...
1,000 - 1,499	32	...	...	9	5	14	11	...
	3.4	...	...	3.3	1.9	4.8	2.7	...
1,500 - 1,999	17	...	...	5	5	7	6	...
	1.8	...	...	1.8	1.9	2.4	1.5	...
$2,000 OR MORE	19	...	...	7	5	13	4	...
	2.0	...	...	2.6	1.9	4.4	1.0	...
TOTAL	931	202	190	273	266	293	406	232
	100.0	...	...	100.0	100.2	100.1	100.0	...
MEAN	310	439	161	314	315	419	264	253
MEDIAN	152	253	77	150	180	214	150	125
LOW	0	0	0	0	0	0	0	0
HIGH	4,200	4,000	2,000	3,000	4,200	4,200	2,500	3,000
STANDARD ERROR OF THE MEAN	15.3	40.0	18.6	27.7	29.0	35.7	17.8	25.7

57. IF QUESTION 56 IS ANSWERED YES, HOW MUCH OF YOUR OWN MONEY HAVE YOU SPENT (Continued)

B. FOR FOOD AND LODGING WHILE ATTENDING SCHOOL

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
NONE	713	257	456	275	...	...	...	365	348
	76.6	72.0	79.4	76.0	...	...	...	78.0	75.2
LESS THAN $100	70	22	48	23	...	...	...	41	29
	7.5	6.2	8.4	6.4	...	...	...	8.8	6.3
$100 - $199	37	15	22	11	...	...	...	19	18
	4.0	4.2	3.8	3.0	...	...	...	4.1	3.9
200 - 299	26	15	11	10	...	...	...	12	14
	2.8	4.2	1.9	2.8	...	...	...	2.6	3.0
300 - 399	17	10	7	4	...	...	...	7	10
	1.8	2.8	1.2	1.1	...	...	...	1.5	2.2
400 - 499	17	9	8	11	...	...	...	5	12
	1.8	2.5	1.4	3.0	...	...	...	1.1	2.6
500 - 599	14	11	3	8	...	...	...	4	10
	1.5	3.1	.5	2.2	...	...	...	.9	2.2
600 - 699	12	6	6	7	...	...	...	2	10
	1.3	1.7	1.0	1.9	...	...	...	.4	2.2
700 - 799	3	...	3	2	...	...	...	3	...
	.3	...	.5	.6	...	...	...	.6	...
800 - 899	...	...	...	...	..	...	...	...	...
	...	...	...	...	...	...	...	...	...
900 - 999	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
$1,000 OR MORE	22	12	10	11	...	...	...	10	12
	2.4	3.4	1.7	3.0	...	...	...	2.1	2.6
TOTAL	931	357	574	362	228	168	161	468	463
	100.0	100.1	99.8	100.0	...	...	...	100.1	100.2
MEAN	92	123	73	128	77	84	43	78	107
MEDIAN	0	0	0	0	0	0	0	0	0
LOW	0	0	0	0	0	0	0	0	0
HIGH	5,000	5,000	5,000	5,000	2,800	2,300	1,500	5,000	5,000
STANDARD ERROR OF THE MEAN .	12.1	21.8	14.2	26.1	17.6	24.2	11.9	16.3	17.9

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
NONE	713	...	...	205	185	237	319	...
	76.6	...	...	75.1	69.5	80.9	78.6	...
LESS THAN $100	70	...	...	22	27	20	30	...
	7.5	...	...	8.1	10.2	6.8	7.4	...
$100 - $199	37	...	...	9	14	8	13	...
	4.0	...	...	3.3	5.3	2.7	3.2	...
200 - 299	26	...	...	5	8	8	11	...
	2.8	...	...	1.8	3.0	2.7	2.7	...
300 - 399	17	...	...	8	6	3	9	...
	1.8	...	...	2.9	2.3	1.0	2.2	...
400 - 499	17	...	...	10	2	5	4	...
	1.8	...	...	3.7	.8	1.7	1.0	...
500 - 599	14	...	...	2	5	2	6	...
	1.5	...	...	.7	1.9	.7	1.5	...
600 - 699	12	...	...	2	6	1	7	...
	1.3	...	...	.7	2.3	.3	1.7	...
700 - 799	3	...	...	2	...	1	1	...
	.3	...	...	.7	...	.3	.2	...
800 - 899	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
900 - 999	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
$1,000 OR MORE	22	...	...	8	13	8	6	...
	2.4	...	...	2.9	4.9	2.7	1.5	...
TOTAL	931	202	190	273	266	293	406	232
	100.0	...	...	99.9	100.2	99.8	100.0	...
MEAN	92	40	46	104	153	82	79	128
MEDIAN	0	0	0	0	0	0	0	0
LOW	0	0	0	0	0	0	0	0
HIGH	5,000	700	1,500	3,600	5,000	3,000	5,000	5,000
STANDARD ERROR OF THE MEAN .	12.1	8.9	10.7	22.6	33.5	19.9	17.8	27.6

57. IF QUESTION 56 IS ANSWERED YES, HOW MUCH OF YOUR OWN MONEY HAVE YOU SPENT (Continued)

C. FOR TRAVEL TO AND FROM SCHOOL

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
	TOTAL SAMPLE	MEN	WOMEN	LESS THAN 30	30-39	40-49	50 OR MORE	ELEMEN-TARY	SECON-DARY
1	2	3	4	5	6	7	8	9	10
NONE	406	135	271	155	...	...	...	218	188
	43.6	37.8	47.2	42.8	...	...	...	46.6	40.6
LESS THAN $50	170	48	122	59	...	...	...	94	76
	18.3	13.4	21.3	16.3	...	...	...	20.1	16.4
$ 50 - $ 99	119	53	66	50	...	...	...	58	61
	12.8	14.8	11.5	13.8	...	...	...	12.4	13.2
100 - 149	82	34	48	30	...	...	...	33	49
	8.8	9.5	8.4	8.3	...	...	...	7.1	10.6
150 - 199	32	17	15	16	...	...	...	12	20
	3.4	4.8	2.6	4.4	...	...	...	2.6	4.3
200 - 249	47	24	23	24	...	...	...	25	22
	5.0	6.7	4.0	6.6	...	...	...	5.3	4.8
250 - 299	15	9	6	4	...	...	...	7	8
	1.6	2.5	1.0	1.1	...	...	...	1.5	1.7
300 - 349	17	13	4	6	...	...	...	4	13
	1.8	3.6	.7	1.7	...	...	...	.9	2.8
350 - 399	3	1	2	1	...	...	...	2	1
	.3	.3	.3	.3	...	...	...	.4	.2
400 - 449	8	5	3	2	...	...	...	3	5
	.9	1.4	.5	.6	...	...	...	.6	1.1
450 - 499	3	2	1	1	...	...	...	2	1
	.3	.6	.2	.3	...	...	...	.4	.2
$500 OR MORE	29	16	13	14	...	...	...	10	19
	3.1	4.5	2.3	3.9	...	...	...	2.1	4.1
TOTAL	931	357	574	362	228	168	161	468	463
	99.9	99.9	100.0	100.1	...	...	...	100.0	100.0
MEAN	79	106	62	82	89	78	58	63	94
MEDIAN	20	40	10	20	23	18	10	10	20
LOW	0	0	0	0	0	0	0	0	0
HIGH	2,200	2,200	1,800	2,200	1,800	1,750	1,200	1,800	2,200
STANDARD ERROR OF THE MEAN .	5.9	11.1	6.5	9.6	12.9	14.0	11.9	6.7	9.6

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
NONE	406	...	...	124	101	124	185	...
	43.6	...	...	45.4	38.0	42.3	45.6	...
LESS THAN $50	170	...	...	53	48	54	73	...
	18.3	...	...	19.4	18.0	18.4	18.0	...
$ 50 - $ 99	119	...	...	35	34	38	53	...
	12.8	...	...	12.8	12.8	13.0	13.1	...
100 - 149	82	...	...	23	23	35	29	...
	8.8	...	...	8.4	8.6	11.9	7.1	...
150 - 199	32	...	...	10	9	9	13	...
	3.4	...	...	3.7	3.4	3.1	3.2	...
200 - 249	47	...	...	7	19	14	21	...
	5.0	...	...	2.6	7.1	4.8	5.2	...
250 - 299	15	...	...	7	6	2	8	...
	1.6	...	...	2.6	2.3	.7	2.0	...
300 - 349	17	...	...	3	6	5	7	...
	1.8	...	...	1.1	2.3	1.7	1.7	...
350 - 399	3	...	...	1	1	1	2	...
	.3	...	...	.4	.4	.3	.5	...
400 - 449	8	...	...	4	1	2	2	...
	.9	...	...	1.5	.4	.7	.5	...
450 - 499	3	...	...	...	2	1	1	...
	.3	...	...	...	.8	.3	.2	...
$500 OR MORE	29	...	...	6	16	8	12	...
	3.1	...	...	2.2	6.0	2.7	3.0	...
TOTAL	931	202	190	273	266	293	406	232
	99.9	...	...	100.1	100.1	99.9	100.1	...
MEAN	79	71	60	65	111	82	70	90
MEDIAN	20	14	15	15	25	20	15	20
LOW	0	0	0	0	0	0	0	0
HIGH	2,200	2,200	1,190	1,000	1,800	2,200	1,000	1,750
STANDARD ERROR OF THE MEAN	5.9	12.7	9.4	8.0	14.6	12.6	6.8	12.8

57. IF QUESTION 56 IS ANSWERED YES, HOW MUCH OF YOUR OWN MONEY HAVE YOU SPENT (Continued)

D. FOR BOOKS AND OTHER INSTRUCTIONAL MATERIALS

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
NONE	261 28.0	95 26.6	166 28.9	86 23.8	... ...	... ...	... ...	132 28.2	129 27.9
LESS THAN $50	320 34.4	109 30.5	211 36.8	107 29.6	... ...	... ...	... ...	178 38.0	142 30.7
$ 50 - $ 99	175 18.8	66 18.5	109 19.0	85 23.5	... ...	... ...	... ...	80 17.1	95 20.5
100 - 149	80 8.6	40 11.2	40 7.0	36 9.9	... ...	... ...	... ...	30 6.4	50 10.8
150 - 199	23 2.5	8 2.2	15 2.6	16 4.4	... ...	... ...	... ...	11 2.4	12 2.6
200 - 249	29 3.1	16 4.5	13 2.3	13 3.6	... ...	... ...	... ...	17 3.6	12 2.6
250 - 299	9 1.0	3 .8	6 1.0	2 .6	... ...	... ...	... ...	4 .9	5 1.1
300 - 349	12 1.3	6 1.7	6 1.0	5 1.4	... ...	... ...	... ...	7 1.5	5 1.1
350 - 399	2 .2	... ...	2 .3	... ...	... ...	... ...	... ...	1 .2	1 .2
400 - 449	8 .9	5 1.4	3 .5	6 1.7	... ...	... ...	... ...	4 .9	4 .9
450 - 499	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
$500 OR MORE	12 1.3	9 2.5	3 .5	6 1.7	... ...	... ...	... ...	4 .9	8 1.7
TOTAL	931 100.1	357 99.9	574 99.9	362 100.2	228 ...	168 ...	161 ...	468 100.1	463 100.1
MEAN	55	68	47	65	59	51	31	51	59
MEDIAN	25	30	20	40	25	22	10	23	27
LOW	0	0	0	0	0	0	0	0	0
HIGH	600	600	600	510	600	600	350	500	600
STANDARD ERROR OF THE MEAN	2.9	5.6	3.1	4.9	6.5	6.5	4.3	3.8	4.4

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
NONE	261	...	...	82	68	77	118	...
	28.0	...	...	30.0	25.6	26.3	29.1	...
LESS THAN $50	320	...	...	103	84	81	161	...
	34.4	...	...	37.7	31.6	27.6	39.7	...
$ 50 - $ 99	175	...	...	45	47	62	65	...
	18.8	...	...	16.5	17.7	21.2	16.0	...
100 - 149	80	...	...	17	27	30	32	...
	8.6	...	...	6.2	10.2	10.2	7.9	...
150 - 199	23	...	...	7	9	10	7	...
	2.5	...	...	2.6	3.4	3.4	1.7	...
200 - 249	29	...	...	6	13	15	10	...
	3.1	...	...	2.2	4.9	5.1	2.5	...
250 - 299	9	...	...	4	2	4	1	...
	1.0	...	...	1.5	.8	1.4	.2	...
300 - 349	12	...	...	4	5	6	4	...
	1.3	...	...	1.5	1.9	2.0	1.0	...
350 - 399	2	...	...	1	1	1	1	...
	.2	...	...	.4	.4	.3	.2	...
400 - 449	8	...	...	1	4	3	2	...
	.9	...	...	.4	1.5	1.0	.5	...
450 - 499	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
$500 OR MORE	12	...	...	3	6	4	5	...
	1.3	...	...	1.1	2.3	1.4	1.2	...
TOTAL	931	202	190	273	266	293	406	232
	100.1	...	...	100.1	100.3	99.9	100.0	...
MEAN	55	63	33	49	70	66	48	53
MEDIAN	25	38	20	20	26	30	24	23
LOW	0	0	0	0	0	0	0	0
HIGH	600	600	300	510	600	510	600	500
STANDARD ERROR OF THE MEAN .	2.9	6.6	3.1	5.0	6.6	5.5	4.1	5.7

57. IF QUESTION 56 IS ANSWERED YES, HOW MUCH OF YOUR OWN MONEY HAVE YOU SPENT (Continued)

E. TOTAL AMOUNT

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
NONE	104	33	71	23	...	...	...	57	47
	11.2	9.2	12.4	6.4	...	...	...	12.2	10.2
LESS THAN $100	148	43	105	50	...	...	...	80	68
	15.9	12.0	18.3	13.8	...	...	...	17.1	14.7
$ 100 - $ 199	139	45	94	44	...	...	...	81	58
	14.9	12.6	16.4	12.2	...	...	...	17.3	12.5
200 - 299	95	35	60	35	...	...	...	44	51
	10.2	9.8	10.5	9.7	...	...	...	9.4	11.0
300 - 399	82	27	55	35	...	...	...	40	42
	8.8	7.6	9.6	9.7	...	...	...	8.5	9.1
400 - 499	52	19	33	25	...	...	...	25	27
	5.6	5.3	5.7	6.9	...	...	...	5.3	5.8
500 - 599	51	23	28	21	...	...	...	25	26
	5.5	6.4	4.9	5.8	...	...	...	5.3	5.6
600 - 699	36	12	24	12	...	...	...	21	15
	3.9	3.4	4.2	3.3	...	...	...	4.5	3.2
700 - 799	27	17	10	13	...	...	...	9	18
	2.9	4.8	1.7	3.6	...	...	...	1.9	3.9
800 - 899	32	14	18	19	...	...	...	16	16
	3.4	3.9	3.1	5.2	...	...	...	3.4	3.5
900 - 999	11	6	5	8	...	...	...	5	6
	1.2	1.7	.9	2.2	...	...	...	1.1	1.3
1,000 - 1,499	81	43	38	42	...	...	...	35	46
	8.7	12.0	6.6	11.6	...	...	...	7.5	9.9
1,500 - 1,599	27	14	13	10	...	...	...	8	19
	2.9	3.9	2.3	2.8	...	...	...	1.7	4.1
2,000 - 2,999	27	13	14	15	...	...	...	14	13
	2.9	3.6	2.4	4.1	...	...	...	3.0	2.8
3,000 - 3,999	9	7	2	4	...	...	...	2	7
	1.0	2.0	.3	1.1	...	...	...	.4	1.5
4,000 - 4,999	6	4	2	3	...	...	...	4	2
	.6	1.1	.3	.8	...	...	...	.9	.4
$5,000 OR MORE	4	2	2	3	...	...	...	2	2
	.4	.6	.3	.8	...	...	...	.4	.4
TOTAL	931	357	574	362	228	168	161	468	463
	100.0	99.9	99.9	100.0	...	...	...	99.9	99.9
MEAN	536	684	444	676	499	512	291	495	577
MEDIAN	275	377	225	373	265	234	138	225	302
LOW	0	0	0	0	0	0	0	0	0
HIGH	8,000	8,000	7,650	8,000	6,100	4,400	3,000	7,650	8,000
STANDARD ERROR OF THE MEAN .	26.3	49.6	28.8	50.4	47.9	58.9	32.5	36.8	37.5

	TOTAL SAMPLE	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
NONE	104	...	...	25	28	24	51	...
	11.2	...	...	9.2	10.5	8.2	12.6	...
LESS THAN $100	148	...	...	41	35	38	79	...
	15.9	...	...	15.0	13.2	13.0	19.5	...
$ 100 - $ 199	139	...	...	50	39	44	57	...
	14.9	...	...	18.3	14.7	15.0	14.0	...
200 - 299	95	...	...	26	29	28	45	...
	10.2	...	...	9.5	10.9	9.6	11.1	...
300 - 399	82	...	...	26	16	24	33	...
	8.8	...	...	9.5	6.0	8.2	8.1	...
400 - 499	52	...	...	12	22	21	17	...
	5.6	...	...	4.4	8.3	7.2	4.2	...
500 - 599	51	...	...	16	16	18	21	...
	5.5	...	...	5.9	6.0	6.1	5.2	...
600 - 699	36	...	...	10	11	14	17	...
	3.9	...	...	3.7	4.1	4.8	4.2	...
700 - 799	27	...	...	8	8	10	12	...
	2.9	...	...	2.9	3.0	3.4	3.0	...
800 - 899	32	...	...	14	4	13	11	...
	3.4	...	...	5.1	1.5	4.4	2.7	...
900 - 999	11	...	...	5	3	3	4	...
	1.2	...	...	1.8	1.1	1.0	1.0	...
1,000 - 1,499	81	...	...	18	29	23	35	...
	8.7	...	...	6.6	10.9	7.8	8.6	...
1,500 - 1,599	27	...	...	9	7	6	14	...
	2.9	...	...	3.3	2.6	2.0	3.4	...
2,000 - 2,999	27	...	...	6	10	16	6	...
	2.9	...	...	2.2	3.8	5.5	1.5	...
3,000 - 3,999	9	...	...	3	4	7	1	...
	1.0	...	...	1.1	1.5	2.4	.2	...
4,000 - 4,999	6	...	...	3	2	3	1	...
	.6	...	...	1.1	.8	1.0	.2	...
$5,000 OR MORE	4	...	...	1	3	1	2	...
	.4	...	...	.4	1.1	.3	.5	...
TOTAL	931	202	190	273	266	293	406	232
	100.0	...	...	100.0	100.0	99.9	100.0	...
MEAN	536	613	301	532	649	650	461	524
MEDIAN	275	388	133	280	301	340	225	285
LOW	0	0	0	0	0	0	0	0
HIGH	8,000	4,000	2,200	5,600	8,000	6,100	8,000	7,650
STANDARD ERROR OF THE MEAN .	26.3	50.3	30.5	46.5	63.7	52.0	35.4	53.7

58. WHAT IS YOUR CURRENT ANNUAL CONTRACT SALARY AS A TEACHER FOR THE SCHOOL YEAR 1970-71 (BEFORE DEDUCTIONS)

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
LESS THAN $4,000	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
$ 4,000 - $ 4,499	5 .3	... ...	5 .5	2 .4	... ...	2 .8	1 .3	4 .5	1 .1
$ 4,500 - 4,999	8 .5	... ...	8 .8	3 .5	2 .6	2 .8	1 .3	7 .9	1 .1
5,000 - 5,499	15 1.0	4 .8	11 1.1	8 1.4	3 .9	1 .4	2 .6	9 1.1	6 .8
5,500 - 5,999	29 1.9	6 1.2	23 2.3	18 3.2	6 1.8	2 .8	3 .9	16 2.0	13 1.8
6,000 - 6,499	56 3.7	14 2.7	42 4.3	31 5.6	10 3.0	6 2.3	9 2.7	29 3.7	27 3.8
6,500 - 6,999	104 6.9	30 5.9	74 7.5	68 12.2	15 4.5	7 2.7	13 4.0	56 7.1	48 6.8
7,000 - 7,499	166 11.1	40 7.8	126 12.8	109 19.6	23 6.8	14 5.3	19 5.8	94 11.9	72 10.2
7,500 - 7,999	127 8.5	41 8.0	86 8.7	71 12.7	23 6.8	13 5.0	16 4.9	69 8.8	58 8.2
8,000 - 8,499	153 10.2	41 8.0	112 11.4	78 14.0	29 8.6	19 7.3	27 8.2	84 10.7	69 9.7
8,500 - 8,999	123 8.2	44 8.6	79 8.0	52 9.3	31 9.2	24 9.2	16 4.9	65 8.2	58 8.2
9,000 - 9,499	124 8.3	43 8.4	81 8.2	47 8.4	23 6.8	22 8.4	32 9.8	65 8.2	59 8.3
9,500 - 9,999	79 5.3	29 5.7	50 5.1	25 4.5	21 6.3	17 6.5	16 4.9	39 4.9	40 5.6
10,000 - 10,499	113 7.5	43 8.4	70 7.1	21 3.8	42 12.5	17 6.5	32 9.8	59 7.5	54 7.6
10,500 - 10,999	65 4.3	21 4.1	44 4.5	12 2.2	13 3.9	14 5.3	26 7.9	34 4.3	31 4.4
11,000 - 11,499	65 4.3	31 6.1	34 3.4	6 1.1	16 4.8	19 7.3	23 7.0	31 3.9	34 4.8
11,500 - 11,999	51 3.4	12 2.3	39 4.0	2 .4	15 4.5	18 6.9	16 4.9	36 4.6	15 2.1
12,000 - 12,999	73 4.9	40 7.8	33 3.3	2 .4	26 7.7	21 8.0	23 7.0	25 3.2	48 6.8
13,000 - 13,999	59 3.9	25 4.9	34 3.4	2 .4	17 5.1	15 5.7	24 7.3	34 4.3	25 3.5
14,999 - 14,999	38 2.5	22 4.3	16 1.6	... ...	11 3.3	12 4.6	15 4.6	15 1.9	23 3.2
$15,000 OR MORE	44 2.9	25 4.9	19 1.9	... ...	10 3.0	17 6.5	14 4.3	17 2.2	27 3.8
TOTAL	1,497 99.6	511 99.9	986 99.9	557 100.1	336 100.1	262 100.3	328 100.1	788 99.9	709 99.8
NO RESPONSE	36 2.3	15 2.9	21 2.1	5 .9	9 2.6	8 3.0	11 3.2	19 2.4	17 2.3
MEAN	9,261	9,854	8,953	7,907	9,732	10,327	10,180	9,092	9,449
MEDIAN	8,761	9,364	8,500	7,772	9,500	10,000	10,000	8,600	9,000
LOW	4,160	5,340	4,160	4,160	4,750	4,200	4,200	4,160	4,399
HIGH	18,100	18,100	17,500	13,700	17,000	18,100	16,000	17,500	18,100
STANDARD ERROR OF THE MEAN .	62.7	114.1	72.6	57.6	131.7	166.4	137.6	83.2	94.2

	TOTAL SAMPLE	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
LESS THAN $4,000	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
$ 4,000 - $ 4,499	5 .3	... ...	2 .7	2 .4	1 .3	... ...	1 .1	4 1.0
$ 4,500 - 4,999	8 .5	1 .3	3 1 0	3 .6	1 .3	1 .2	3 .4	4 1.0
5,000 - 5,499	15 1.0	1 .3	11 3.7	3 .6	... ...	1 .2	8 1.2	6 1.5
5,500 - 5,999	29 1.9	... ...	19 6.3	6 1.2	4 1.1	2 .5	17 2.5	10 2.5
6,000 - 6,499	56 3.7	2 .6	32 10.6	14 2.9	8 2.2	6 1.4	28 4.2	22 5.4
6,500 - 6,999	104 6.9	11 3.2	31 10.3	36 7.4	26 7.1	21 5.0	41 6.1	42 10.4
7,000 - 7,499	166 11.1	33 9.6	41 13.6	57 11.7	35 9.6	38 9.0	68 10.2	60 14.9
7,500 - 7,999	127 8.5	20 5.8	33 11.0	37 7.6	37 10.2	28 6.6	54 8.1	45 11.1
8,000 - 8,499	153 10.2	30 8.7	38 12.6	48 9.9	37 10.2	46 10.8	63 9.4	44 10.9
8,500 - 8,999	123 8.2	24 7.0	24 8.0	36 7.4	39 10.7	41 9.7	52 7.8	30 7.4
9,000 - 9,499	124 8.3	31 9.0	20 6.6	38 7.8	35 9.6	33 7.8	59 8.8	32 7.9
9,500 - 9,999	79 5.3	20 5.8	14 4.7	25 5.1	20 5.5	31 7.3	26 3.9	22 5.4
10,000 - 10,499	113 7.5	29 8.4	12 4.0	51 10.5	21 5.8	38 9.0	42 6.3	33 8.2
10,500 - 10,999	65 4.3	23 6.7	10 3.3	23 4.7	9 2.5	18 4.2	30 4.5	17 4.2
11,000 - 11,499	65 4.3	22 6.4	6 2.0	22 4.5	15 4.1	21 5.0	34 5.1	10 2.5
11,500 - 11,999	51 3.4	12 3.5	3 1.0	22 4.5	14 3.8	19 4.5	25 3.7	7 1.7
12,000 - 12,999	73 4.9	26 7.5	1 .3	24 4.9	22 6.0	21 5.0	43 6.4	9 2.2
13,000 - 13,999	59 3.9	21 6.1	1 .3	18 3.7	19 5.2	20 4.7	33 4.9	6 1.5
14,999 - 14,999	38 2.5	12 3.5	... ...	10 2.1	16 4.4	21 5.0	16 2.4	1 .2
$15,000 OR MORE	44 2.9	27 7.8	... ...	12 2.5	5 1.4	18 4.2	26 3.9	... ...
TOTAL	1,497 99.6	345 100.2	301 100.0	487 100.0	364 100.0	424 100.1	669 99.9	404 99.9
NO RESPONSE	36 2.3	6 1.7	9 2.9	11 2.2	10 2.7	8 1.9	20 2.9	8 1.9
MEAN	9,261	10,337	7,783	9,295	9,418	9,843	9,444	8,347
MEDIAN	8,761	9,980	7,600	9,000	8,900	9,400	8,992	8,005
LOW	4,160	4,500	4,160	4,200	4,200	4,500	4,234	4,160
HIGH	18,100	18,100	13,000	16,400	16,930	17,000	18,100	14,600
STANDARD ERROR OF THE MEAN .	62.7	144.6	91.2	104.0	121.0	118.4	99.6	90.9

58. WHAT IS YOUR CURRENT ANNUAL CONTRACT SALARY AS A TEACHER FOR THE SCHOOL YEAR 1970-71 (BEFORE DEDUCTIONS) (Continued)

	PREPARATION LEVEL	
	BACHELOR OR LESS	MASTER OR HIGHER
1	2	3
LESS THAN $4,000	...	...
	...	...
$ 4,000 - $ 4,499	5	...
	.5	...
$ 4,500 - 4,999	8	...
	.7	...
5,000 - 5,499	13	2
	1.2	.5
5,500 - 5,999	29	...
	2.7	...
6,000 - 6,499	56	...
	5.2	...
6,500 - 6,999	98	6
	9.0	1.5
7,000 - 7,499	153	13
	14.1	3.2
7,500 - 7,999	108	19
	9.9	4.6
8,000 - 8,499	123	30
	11.3	7.3
8,500 - 8,999	89	34
	8.2	8.3
9,000 - 9,499	94	30
	8.7	7.3
9,500 - 9,999	55	24
	5.1	5.8
10,000 - 10,499	72	41
	6.6	10.0
10,500 - 10,999	33	32
	3.0	7.8
11,000 - 11,499	39	26
	3.6	6.3
11,500 - 11,999	32	19
	2.9	4.6
12,000 - 12,999	36	37
	3.3	9.0
13,000 - 13,999	30	29
	2.8	7.1
14,999 - 14,999	8	30
	.7	7.3
$15,000 OR MORE	5	39
	.5	9.5
TOTAL	1,086	411
	100.0	100.1
NO RESPONSE	26	10
	2.3	2.4
MEAN	8,603	10,999
MEDIAN	8,217	10,500
LOW	4,160	5,100
HIGH	16,500	18,100
STANDARD ERROR OF THE MEAN .	60.4	128.4

59. DO YOU HAVE EXTRA EARNINGS OR UNEARNED INCOME

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
EXTRA EARNINGS BUT NOT UNEARNED INCOME									
SUMMER ONLY	259 16.9	98 18.6	161 16.0	122 21.7	54 15.7	44 16.3	38 11.2	151 18.7	108 14.9
SCHOOL YEAR ONLY	115 7.5	54 10.3	61 6.1	55 9.8	27 7.8	17 6.3	16 4.7	35 4.3	80 11.0
SUMMER AND SCHOOL YEAR ..	210 13.7	157 29.8	53 5.3	112 19.9	49 14.2	31 11.5	17 5.0	50 6.2	160 22.0
EXTRA EARNINGS AND UNEARNED INCOME									
SUMMER ONLY	49 3.2	24 4.6	25 2.5	13 2.3	13 3.8	10 3.7	13 3.8	22 2.7	27 3.7
SCHOOL YEAR ONLY	26 1.7	18 3.4	8 .8	3 .5	10 2.9	7 2.6	6 1.8	9 1.1	17 2.3
SUMMER AND SCHOOL YEAR ..	59 3.8	48 9.1	11 1.1	19 3.4	17 4.9	12 4.4	10 2.9	12 1.5	47 6.5
UNEARNED INCOME ONLY	150 9.8	27 5.1	123 12.2	26 4.6	30 8.7	29 10.7	64 18.9	88 10.9	62 8.5
NO EXTRA INCOME	665 43.4	100 19.0	565 56.1	212 37.7	145 42.0	120 44.4	175 51.6	440 54.5	225 31.0
TOTAL	1,533 100.0	526 99.9	1,007 100.1	562 99.9	345 100.0	270 99.9	339 99.9	807 99.9	726 99.9

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
EXTRA EARNINGS BUT NOT UNEARNED INCOME								
SUMMER ONLY	259 16.9	61 17.4	61 19.7	72 14.5	65 17.6	82 19.0	119 17.3	58 14.1
SCHOOL YEAR ONLY	115 7.5	27 7.7	17 5.5	40 8.0	31 8.3	27 6.3	52 7.5	36 8.7
SUMMER AND SCHOOL YEAR ..	210 13.7	51 14.5	27 8.7	83 16.7	49 13.1	61 14.1	88 12.8	61 14.8
EXTRA EARNINGS AND UNEARNED INCOME								
SUMMER ONLY	49 3.2	14 4.0	10 3.2	16 3.2	9 2.4	15 3.5	22 3.2	12 2.9
SCHOOL YEAR ONLY	26 1.7	5 1.4	6 1.9	7 1.4	8 2.1	11 2.5	12 1.7	3 .7
SUMMER AND SCHOOL YEAR ..	59 3.8	14 4.0	5 1.6	29 5.8	11 2.9	13 3.0	25 3.6	21 5.1
UNEARNED INCOME ONLY	150 9.8	31 8.8	37 11.9	46 9.2	36 9.6	41 9.5	75 10.9	34 8.3
NO EXTRA INCOME	665 43.4	148 42.2	147 47.4	205 41.2	165 44.1	182 42.1	296 43.0	187 45.4
TOTAL	1,533 100.0	351 100.0	310 99.9	498 100.0	374 99.9	432 100.0	689 100.0	412 100.0

59A. INDICATE THE SOURCES OF ADDITIONAL INCOME FOR THE YEAR BEGINNING WITH SUMMER 1970 AND ENDING WITH THE LAST SCHOOL MONTH OF 1971 - EMPLOYMENT DURING SUMMER OF 1970

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
SCHOOL WORK ONLY	227 39.3	100 30.6	127 50.8	83 31.2	... ...	... ...	... ...	... ...	106 31.0
OUTSIDE WORK ONLY	271 47.0	181 55.4	90 36.0	150 56.4	... ...	... ...	... ...	... ...	190 55.6
FEDERAL PROGRAM ONLY	35 6.1	14 4.3	21 8.4	13 4.9	... ...	... ...	... ...	... ...	20 5.8
SCHOOL AND OUTSIDE WORK ONLY	36 6.2	27 8.3	9 3.6	16 6.0	... ...	... ...	... ...	... ...	21 6.1
SCHOOL AND FEDERAL ONLY	5 .9	2 .6	3 1.2	2 .8	... ...	... ...	... ...	... ...	3 .9
OUTSIDE AND FEDERAL ONLY ...	2 .3	2 .6	... ...	1 .4	... ...	... ...	... ...	... ...	1 .3
ALL THREE	1 .2	1 .3	... ...	1 .4	... ...	... ...	... ...	... ...	1 .3
TOTAL	577 100.0	327 100.1	250 100.0	266 100.1	133 ...	97 ...	78 ...	235 ...	342 100.0
NO RESPONSE	956 62.4	199 37.8	757 75.2	296 52.7	212 61.4	173 64.1	261 77.0	572 70.9	384 52.9

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTHEAST 3	SOUTHEAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
SCHOOL WORK ONLY	227 39.3	... ...	... ...	... ...	... ...	... ...	102 40.2	... ...
OUTSIDE WORK ONLY	271 47.0	... ...	... ...	... ...	... ...	... ...	115 45.3	... ...
FEDERAL PROGRAM ONLY	35 6.1	... ...	... ...	... ...	... ...	... ...	16 6.3	... ...
SCHOOL AND OUTSIDE WORK ONLY	36 6.2	... ...	... ...	... ...	... ...	... ...	16 6.3	... ...
SCHOOL AND FEDERAL ONLY	5 .9	... ...	... ...	... ...	... ...	... ...	2 .8	... ...
OUTSIDE AND FEDERAL ONLY ...	2 .3	... ...	... ...	... ...	... ...	... ...	2 .8	... ...
ALL THREE	1 .2	... ...	... ...	... ...	... ...	... ...	1 .4	... ...
TOTAL	577 100.0	140 ...	103 ...	200 ...	134 ...	171 ...	254 100.1	152 ...
NO RESPONSE	956 62.4	211 60.1	207 66.8	298 59.8	240 64.2	261 60.4	435 63.1	260 63.1

59A.(1) INDICATE THE AMOUNT OF ADDITIONAL INCOME FOR THE YEAR BEGINNING WITH SUMMER 1970 AND ENDING WITH THE LAST SCHOOL MONTH OF 1971 - EMPLOYMENT DURING SUMMER OF 1970 - SCHOOL WORK

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
LESS THAN $100	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
$100 - $199	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
200 - 299	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
300 - 399	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
400 - 499	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
500 - 599	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
600 - 699	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
700 - 799	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
800 - 899	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
900 - 999	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
$1,000 OR MORE	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
TOTAL	220 ...	110 ...	110 ...	87 ...	48 ...	45 ...	40 ...	115 ...	105 ...
NO RESPONSE	1,313 85.6	416 79.1	897 89.1	475 84.5	297 86.1	225 83.3	299 88.2	692 85.7	621 85.5
MEAN	886	975	796	...	...	...	...	795	984
MEDIAN	712	800	600	...	...	...	...	600	800
LOW	45	100	45	...	...	...	...	45	100
HIGH	8,000	8,000	6,900	...	...	...	...	6,400	8,000
STANDARD ERROR OF THE MEAN .	59.4	81.3	86.1	...	...	...	...	67.5	99.5

59A.(1) INDICATE THE AMOUNT OF ADDITIONAL INCOME FOR THE YEAR BEGINNING WITH SUMMER 1970 AND ENDING WITH THE LAST SCHOOL MONTH OF 1971 - EMPLOYMENT DURING SUMMER OF 1970 - SCHOOL WORK (Continued)

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
	TOTAL SAMPLE	NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
LESS THAN $100	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
$100 - $199	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
200 - 299	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
300 - 399	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
400 - 499	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
500 - 599	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
600 - 699	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
700 - 799	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
800 - 899	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
900 - 999	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
$1,000 OR MORE	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
TOTAL	220	55	42	70	53	77	99	44
	...	...	...	...	...	...	...	...
NO RESPONSE	1,313	296	268	428	321	355	590	368
	85.6	84.3	86.5	85.9	85.8	82.2	85.6	89.3
MEAN	886	...	...	...	...	...	...	...
MEDIAN	712	...	...	...	...	...	...	...
LOW	45	...	...	...	...	...	...	...
HIGH	8,000	...	...	...	...	...	...	...
STANDARD ERROR OF THE MEAN .	59.4	...	...	...	...	...	...	...

59A.(2) INDICATE THE AMOUNT OF ADDITIONAL INCOME FOR THE YEAR BEGINNING WITH SUMMER 1970 AND ENDING WITH THE LAST SCHOOL MONTH OF 1971 - EMPLOYMENT DURING SUMMER OF 1970 - OUTSIDE WORK

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
LESS THAN $100	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
$100 - $199	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
200 - 299	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
300 - 399	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
400 - 499	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
500 - 599	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
600 - 699	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
700 - 799	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
800 - 899	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
900 - 999	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
$1,000 OR MORE	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
TOTAL	232 ...	161 ...	71 ...	137 ...	53 ...	28 ...	13 ...	72 ...	160 ...
NO RESPONSE	1,301 84.9	365 69.4	936 92.9	425 75.6	292 84.6	242 89.6	326 96.2	735 91.1	566 78.0
MEAN	938	1,097	...	818	...	...	...	...	1,032
MEDIAN	775	950	...	600	...	...	...	...	800
LOW	50	100	...	50	...	...	...	...	50
HIGH	8,724	8,724	...	8,724	...	...	...	...	8,724
STANDARD ERROR OF THE MEAN .	58.4	78.8	...	75.0	...	...	...	...	75.2

59A.(2) INDICATE THE AMOUNT OF ADDITIONAL INCOME FOR THE YEAR BEGINNING WITH SUMMER 1970 AND ENDING WITH THE LAST SCHOOL MONTH OF 1971 - EMPLOYMENT DURING SUMMER OF 1970 - OUTSIDE WORK (Continued)

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
LESS THAN $100	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
$100 - $199	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
200 - 299	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
300 - 399	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
400 - 499	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
500 - 599	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
600 - 699	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
700 - 799	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
800 - 899	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
900 - 999	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
$1,000 OR MORE	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
TOTAL	232	57	41	92	42	63	103	66
	...	...	...	...	...	...	...	...
NO RESPONSE	1,301	294	269	406	332	369	586	346
	84.9	83.8	86.8	81.5	88.8	85.4	85.1	84.0
MEAN	938	...	...	...	...	...	880	...
MEDIAN	775	...	...	...	...	...	700	...
LOW	50	...	...	...	...	...	50	...
HIGH	8,724	...	...	...	...	...	4,000	...
STANDARD ERROR OF THE MEAN .	58.4	...	...	...	...	...	70.8	...

59A.(4) TOTAL AMOUNT OF SUMMER EARNINGS

	TOTAL SAMPLE	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
LESS THAN $100	6	1	...	...	...	...	...	...	2
	1.3	.4	...	...	...	...	...	...	.8
$100 - $199	16	5	...	...	...	...	...	...	7
	3.5	1.9	...	...	...	...	...	...	2.6
200 - 299	21	11	...	...	...	...	...	...	12
	4.6	4.2	...	...	...	...	...	...	4.5
300 - 399	29	8	...	...	...	...	...	...	14
	6.3	3.1	...	...	...	...	...	...	5.3
400 - 499	36	19	...	...	...	...	...	...	23
	7.9	7.3	...	...	...	...	...	...	8.6
500 - 599	35	11	...	...	...	...	...	...	16
	7.7	4.2	...	...	...	...	...	...	6.0
600 - 699	53	25	...	...	...	...	...	...	23
	11.6	9.6	...	...	...	...	...	...	8.6
700 - 799	36	18	...	...	...	...	...	...	17
	7.9	6.9	...	...	...	...	...	...	6.4
800 - 899	39	23	...	...	...	...	...	...	25
	8.5	8.8	...	...	...	...	...	...	9.4
900 - 999	25	15	...	...	...	...	...	...	16
	5.5	5.7	...	...	...	...	...	...	6.0
1,000 - 1,499	90	65	...	...	...	...	...	...	55
	19.7	24.9	...	...	...	...	...	...	20.7
1,500 - 1,999	36	29	...	...	...	...	...	...	30
	7.9	11.1	...	...	...	...	...	...	11.3
2,000 - 2,499	13	13	...	...	...	...	...	...	10
	2.8	5.0	...	...	...	...	...	...	3.8
2,500 - 2,999	9	7	...	...	...	...	...	...	7
	2.0	2.7	...	...	...	...	...	...	2.6
$3,000 OR MORE	13	11	...	...	...	...	...	...	9
	2.8	4.2	...	...	...	...	...	...	3.4
TOTAL	457	261	196	223	102	74	57	191	266
	100.0	100.0	...	...	...	...	...	...	100.0
NO RESPONSE	1,076	265	811	339	243	196	282	616	460
	70.2	50.4	80.5	60.3	70.4	72.6	83.2	76.3	63.4
MEAN	953	1,128	719	844	1,185	...	...	803	1,060
MEDIAN	750	930	600	700	920	...	...	650	800
LOW	45	86	45	50	100	...	...	45	50
HIGH	9,500	9,500	6,900	8,724	9,500	...	...	6,400	9,500
STANDARD ERROR OF THE MEAN .	43.0	62.2	52.1	56.5	116.6	...	...	50.8	63.5

59A.(4) TOTAL AMOUNT OF SUMMER EARNINGS (Continued)

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
LESS THAN $100	6	...	...	...	...	...	...	...
	1.3	...	...	...	...	...	...	...
$100 - $199	16	...	...	...	...	...	...	...
	3.5	...	...	...	...	...	...	...
200 - 299	21	...	...	...	...	...	...	...
	4.6	...	...	...	...	...	...	...
300 - 399	29	...	...	...	...	...	...	...
	6.3	...	...	...	...	...	...	...
400 - 499	36	...	...	...	...	...	...	...
	7.9	...	...	...	...	...	...	...
500 - 599	35	...	...	...	...	...	...	...
	7.7	...	...	...	...	...	...	...
600 - 699	53	...	...	...	...	...	...	...
	11.6	...	...	...	...	...	...	...
700 - 799	36	...	...	...	...	...	...	...
	7.9	...	...	...	...	...	...	...
800 - 899	39	...	...	...	...	...	...	...
	8.5	...	...	...	...	...	...	...
900 - 999	25	...	...	...	...	...	...	...
	5.5	...	...	...	...	...	...	...
1,000 - 1,499	90	...	...	...	...	...	...	...
	19.7	...	...	...	...	...	...	...
1,500 - 1,999	36	...	...	...	...	...	...	...
	7.9	...	...	...	...	...	...	...
2,000 - 2,499	13	...	...	...	...	...	...	...
	2.8	...	...	...	...	...	...	...
2,500 - 2,999	9	...	...	...	...	...	...	...
	2.0	...	...	...	...	...	...	...
$3,000 OR MORE	13	...	...	...	...	...	...	...
	2.8	...	...	...	...	...	...	...
TOTAL	457	109	87	157	104	139	205	113
	100.0	...	...	...	...	...	...	...
NO RESPONSE	1,076	242	223	341	270	293	484	299
	70.2	68.9	71.9	68.5	72.2	67.8	70.2	72.6
MEAN	953	835	...	1,107	876	1,006	910	963
MEDIAN	750	720	...	900	700	800	720	720
LOW	45	50	...	75	50	50	45	75
HIGH	9,500	2,600	...	6,900	8,724	6,900	9,500	8,724
STANDARD ERROR OF THE MEAN	43.0	49.4	...	71.8	96.4	75.4	59.7	99.8

59B. INDICATE THE SOURCES OF ADDITIONAL INCOME FOR THE YEAR BEGINNING WITH SUMMER 1970 AND ENDING WITH THE LAST SCHOOL MONTH OF 1971 - EMPLOYMENT DURING SCHOOL YEAR 1970-71

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
ADDITIONAL PAY ONLY	209	134	...	...	...	...	...	...	158
	51.0	48.4	...	...	...	...	...	...	52.0
SCHOOL WORK ONLY	56	35	...	...	...	...	...	...	41
	13.7	12.6	...	...	...	...	...	...	13.5
OUTSIDE WORK ONLY	95	68	...	...	...	...	...	...	64
	23.2	24.5	...	...	...	...	...	...	21.1
ADDITIONAL PAY AND SCHOOL WORK ONLY	15	10	...	...	...	...	...	...	15
	3.7	3.6	...	...	...	...	...	...	4.9
ADDITIONAL PAY AND OUTSIDE WORK ONLY	24	20	...	...	...	...	...	...	19
	5.9	7.2	...	...	...	...	...	...	6.3
SCHOOL AND OUTSIDE WORK ONLY	8	7	...	...	...	...	...	...	5
	2.0	2.5	...	...	...	...	...	...	1.6
ALL THREE	3	3	...	...	...	...	...	...	2
	.7	1.1	...	...	...	...	...	...	.7
TOTAL	410	277	133	189	103	67	49	106	304
	100.2	99.9	...	...	...	...	...	...	100.1
NO RESPONSE	1,123	249	874	373	242	203	290	701	422
	73.3	47.3	86.8	66.4	70.1	75.2	85.5	86.9	58.1

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
ADDITIONAL PAY ONLY	209	...	...	...	...	...	...	...
	51.0	...	...	...	...	...	...	...
SCHOOL WORK ONLY	56	...	...	...	...	...	...	...
	13.7	...	...	...	...	...	...	...
OUTSIDE WORK ONLY	95	...	...	...	...	...	...	...
	23.2	...	...	...	...	...	...	...
ADDITIONAL PAY AND SCHOOL WORK ONLY	15	...	...	...	...	...	...	...
	3.7	...	...	...	...	...	...	...
ADDITIONAL PAY AND OUTSIDE WORK ONLY	24	...	...	...	...	...	...	...
	5.9	...	...	...	...	...	...	...
SCHOOL AND OUTSIDE WORK ONLY	8	...	...	...	...	...	...	...
	2.0	...	...	...	...	...	...	...
ALL THREE	3	...	...	...	...	...	...	...
	.7	...	...	...	...	...	...	...
TOTAL	410	97	55	159	99	112	177	121
	100.2	...	...	...	...	...	...	...
NO RESPONSE	1,123	254	255	339	275	320	512	291
	73.3	72.4	82.3	68.1	73.5	74.1	74.3	70.6

598.(1) INDICATE THE AMOUNT OF ADDITIONAL INCOME FOR THE YEAR BEGINNING WITH SUMMER 1970 AND ENDING WITH THE LAST SCHOOL MONTH OF 1971 - EMPLOYMENT DURING SCHOOL YEAR 1970-71 - ADDITIONAL PAY

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
LESS THAN $100	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
$100 - $199	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
200 - 299	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
300 - 399	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
400 - 499	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
500 - 599	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
600 - 699	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
700 - 799	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
800 - 899	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
900 - 999	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
$1,000 OR MORE	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
TOTAL	231	154	77	119	60	30	21	51	180
	...	...	...	...	...	...	...	...	...
NO RESPONSE	1,302	372	930	443	285	240	318	756	546
	84.9	70.7	92.4	78.8	82.6	88.9	93.8	93.7	75.2
MEAN	597	750	...	491	...	...	...	...	674
MEDIAN	400	550	...	350	...	...	...	...	492
LOW	15	30	...	15	...	...	...	...	30
HIGH	3,160	3,160	...	1,850	...	...	...	...	3,160
STANDARD ERROR OF THE MEAN .	37.0	49.6	...	38.4	...	...	...	...	44.9

	TOTAL SAMPLE	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
LESS THAN $100	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
$100 - $199	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
200 - 299	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
300 - 399	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
400 - 499	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
500 - 599	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
600 - 699	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
700 - 799	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
800 - 899	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
900 - 999	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
$1,000 OR MORE	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
TOTAL	231	60	23	100	48	47	106	78
	...	...	...	...		...	...	...
NO RESPONSE	1,302	291	287	398	326	385	583	334
	84.9	82.9	92.6	79.9	87.2	89.1	84.6	81.1
MEAN	597	...	...	56[illegible]	...	...	585	...
MEDIAN	400	...	...	350	...	...	400	...
LOW	15	...	...	15	...	...	15	...
HIGH	3,160	...	...	3,160	...	...	3,000	...
STANDARD ERROR OF THE MEAN .	37.0	...	...	63.4	...	...	52.1	...

598.(3) INDICATE THE AMOUNT OF ADDITIONAL INCOME FOR THE YEAR BEGINNING WITH SUMMER 1970 AND ENDING WITH THE LAST SCHOOL MONTH OF 1971 - EMPLOYMENT DURING SCHOOL YEAR 1970-71 - OUTSIDE WORK

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
LESS THAN $100	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
$100 - $199	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
200 - 299	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
300 - 399	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
400 - 499	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
500 - 599	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
600 - 699	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
700 - 799	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
800 - 899	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
900 - 999	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
$1,000 OR MORE	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...
TOTAL	115	88	27	55	32	16	11	35	80
	...	...	...	...	...	...	...	...	...
NO RESPONSE	1,418	438	980	507	313	254	328	772	646
	92.5	83.3	97.3	90.2	90.7	94.1	96.8	95.7	89.0
MEAN	1,274	...	...	...	...	...	...	...	...
MEDIAN	500	...	...	...	...	...	...	...	...
LOW	41	...	...	...	...	...	...	...	...
HIGH	14,200	...	...	...	...	...	...	...	...
STANDARD ERROR OF THE MEAN .	179.6	...	...	...	...	...	...	...	...

	TOTAL SAMPLE	GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
		NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
LESS THAN $100	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
$100 - $199	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
200 - 299	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
300 - 399	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
400 - 499	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
500 - 599	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
600 - 699	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
700 - 799	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
800 - 899	...	...	...	...	...	...	...	...
	...	..	...	...	...	...	...	...
900 - 999	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
$1,000 OR MORE	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...
TOTAL	115	23	18	38	36	40	46	29
	...	...	...	...	...	...	...	...
NO RESPONSE	1,418	328	292	460	338	392	643	383
	92.5	93.4	94.2	92.4	90.4	90.7	93.3	93.0
MEAN	1,274	...	...	...	...	...	...	...
MEDIAN	500	...	...	...	...	...	...	...
LOW	41	...	...	...	...	...	...	...
HIGH	14,200	...	...	...	...	...	...	...
STANDARD ERROR OF THE MEAN .	179.6	...	...	...	...	...	...	...

598.(4) TOTAL AMOUNT OF EXTRA EARNINGS IN SCHOOL YEAR FROM ADDITIONAL PAY OR/AND OTHER SCHOOL WORK

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
LESS THAN $100	21	...	...	...	...	...	...	...	...
	7.4	...	...	...	...	...	...	...	...
$100 - $199	41	...	...	...	...	...	...	...	...
	14.5	...	...	...	...	...	...	...	...
200 - 299	36	...	...	...	...	...	...	...	...
	12.8	...	...	...	...	...	...	...	...
300 - 399	24	...	...	...	...	...	...	...	...
	8.5	...	...	...	...	...	...	...	...
400 - 499	24	...	...	...	...	...	...	...	...
	8.5	...	...	...	...	...	...	...	...
500 - 599	19	...	...	...	...	...	...	...	...
	6.7	...	...	...	...	...	...	...	...
600 - 699	13	...	...	...	...	...	...	...	...
	4.6	...	...	...	...	...	...	...	...
700 - 799	8	...	...	...	...	...	...	...	...
	2.8	...	...	...	...	...	...	...	...
800 - 899	14	...	...	...	...	...	...	...	...
	5.0	...	...	...	...	...	...	...	...
900 - 999	11	...	...	...	...	...	...	...	...
	3.9	...	...	...	...	...	...	...	...
1,000 - 1,499	34	...	...	...	...	...	...	...	...
	12.1	...	...	...	...	...	...	...	...
1,500 - 1,999	24	...	...	...	...	...	...	...	...
	8.5	...	...	...	...	...	...	...	...
2,000 - 2,499	7	...	...	...	...	...	...	...	...
	2.5	...	...	...	...	...	...	...	...
2,500 - 2,999	2	...	...	...	...	...	...	...	...
	.7	...	...	...	...	...	...	...	...
$3,000 OR MORE	4	...	...	...	...	...	...	...	...
	1.4	...	...	...	...	...	...	...	...
TOTAL	282	189	93	135	71	45	30	65	217
	99.9	...	...	...	...	...	...	...	...
NO RESPONSE	1,251	337	914	427	274	225	309	742	509
	81.6	64.1	90.8	76.0	79.4	83.3	91.2	91.9	70.1
MEAN	697	873	...	535	...	...	...	...	736
MEDIAN	450	630	...	400	...	...	...	...	500
LOW	5	5	...	15	...	...	...	...	5
HIGH	12,000	12,000	...	2,150	...	...	...	...	3,160
STANDARD ERROR OF THE MEAN .	54.1	75.9	...	39.0	...	...	...	...	44.0

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	SIZE OF SCHOOL SYSTEM LARGE 7	MEDIUM 8	SMALL 9
LESS THAN $100	21	...	...	...	...	...	...	...
	7.4	...	...	...	...	...	...	...
$100 - $199	41	...	...	...	...	...	...	...
	14.5	...	...	...	...	...	...	...
200 - 299	36	...	...	...	...	...	...	...
	12.8	...	...	...	...	...	...	...
300 - 399	24	...	...	...	...	...	...	...
	8.5	...	...	...	...	...	...	...
400 - 499	24	...	...	...	...	...	...	...
	8.5	...	...	...	...	...	...	...
500 - 599	19	...	...	...	...	...	...	...
	6.7	...	...	...	...	...	...	...
600 - 699	13	...	...	...	...	...	...	...
	4.6	...	...	...	...	...	...	...
700 - 799	8	...	...	...	...	...	...	...
	2.8	...	...	...	...	...	...	...
800 - 899	14	...	...	...	...	...	...	...
	5.0	...	...	...	...	...	...	...
900 - 999	11	...	...	...	...	...	...	...
	3.9	...	...	...	...	...	...	...
1,000 - 1,499	34	...	...	...	...	...	...	...
	12.1	...	...	...	...	...	...	...
1,500 - 1,999	24	...	...	...	...	...	...	...
	8.5	...	...	...	...	...	...	...
2,000 - 2,499	7	...	...	...	...	...	...	...
	2.5	...	...	...	...	...	...	...
2,500 - 2,999	2	...	...	...	...	...	...	...
	.7	...	...	...	...	...	...	...
$3,000 OR MORE	4	...	...	...	...	...	...	...
	1.4	...	...	...	...	...	...	...
TOTAL	282	71	33	117	61	65	127	90
	99.9	...	...	...	...	...	...	...
NO RESPONSE	1,251	280	277	381	313	367	562	322
	81.6	79.8	89.4	76.5	83.7	85.0	81.6	78.2
MEAN	697	...	...	625	...	...	670	...
MEDIAN	450	...	...	400	...	...	460	...
LOW	5	...	...	5	...	...	15	...
HIGH	12,000	...	...	3,160	...	...	3,000	...
STANDARD ERROR OF THE MEAN .	54.1	...	...	62.0	...	...	54.8	...

598.(5) TOTAL AMOUNT OF EXTRA EARNINGS IN SCHOOL YEAR REGARDLESS OF SOURCE

	TOTAL SAMPLE	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN	WOMEN	LESS THAN 30	30-39	40-49	50 OR MORE	ELEMEN-TARY	SECON-DARY
1	2	3	4	5	6	7	8	9	10
LESS THAN $100	25	...	...	...	...	...	...	...	16
	6.8	...	...	...	...	...	...	...	5.9
$100 - $199	44	...	...	...	...	...	...	...	29
	12.0	...	...	...	...	...	...	...	10.6
200 - 299	44	...	...	...	...	...	...	...	27
	12.0	...	...	...	...	...	...	...	9.9
300 - 399	33	...	...	...	...	...	...	...	27
	9.0	...	...	...	...	...	...	...	9.9
400 - 499	25	...	...	...	...	...	...	...	20
	6.8	...	...	...	...	...	...	...	7.3
500 - 599	26	...	...	...	...	...	...	...	20
	7.1	...	...	...	...	...	...	...	7.3
600 - 699	13	...	...	...	...	...	...	...	7
	3.6	...	...	...	...	...	...	...	2.6
700 - 799	10	...	...	...	...	...	...	...	6
	2.7	...	...	...	...	...	...	...	2.2
800 - 899	18	...	...	...	...	...	...	...	15
	4.9	...	...	...	...	...	...	...	5.5
900 - 999	14	...	...	...	...	...	...	...	9
	3.8	...	...	...	...	...	...	...	3.3
1,000 - 1,499	42	...	...	...	...	...	...	...	39
	11.5	...	...	...	...	...	...	...	14.3
1,500 - 1,999	29	...	...	...	...	...	...	...	26
	7.9	...	...	...	...	...	...	...	9.5
2,000 - 2,499	19	...	...	...	...	...	...	...	17
	5.2	...	...	...	...	...	...	...	6.2
2,500 - 2,999	7	...	...	...	...	...	...	...	4
	1.9	...	...	...	...	...	...	...	1.5
$3,000 OR MORE	17	...	...	...	...	...	...	...	11
	4.6	...	...	...	...	...	...	...	4.0
TOTAL	366	249	117	173	94	58	40	93	273
	99.8	...	...	...	...	...	...	...	100.0
NO RESPONSE	1,167	277	890	389	251	212	299	714	453
	76.1	52.7	88.4	69.2	72.8	78.5	88.2	88.5	62.4
MEAN	937	1,169	445	638	...	...	...	...	934
MEDIAN	500	800	250	425	...	...	...	...	550
LOW	5	5	15	15	...	...	...	...	5
HIGH	14,200	14,200	6,300	3,000	...	...	...	...	14,200
STANDARD ERROR OF THE MEAN .	74.0	101.3	64.7	45.4	...	...	...	...	73.3

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
	TOTAL SAMPLE	NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
LESS THAN $100	25	...	...	...	...	...	...	...
	6.8	...	...	...	..	...	...	...
$100 - $199	44	...	...	...	...	...	...	...
	12.0	...	...	...	...	...	...	...
200 - 299	44	...	...	...	...	...	...	...
	12.0	...	...	...	...	...	...	...
300 - 399	33	...	...	...	...	...	...	...
	9.0	...	...	...	...	...	...	...
400 - 499	25	...	...	...	...	...	...	...
	6.8	...	...	...	...	...	...	...
500 - 599	26	...	...	...	...	...	...	...
	7.1	...	...	...	...	...	...	...
600 - 699	13	...	...	...	...	...	...	...
	3.6	...	...	...	...	...	...	...
700 - 799	10	...	...	...	...	...	...	...
	2.7	...	...	...	...	...	...	...
800 - 899	18	...	...	...	...	...	...	...
	4.9	...	...	...	...	...	...	...
900 - 999	14	...	...	...	...	...	...	...
	3.8	...	...	...	...	...	...	...
1,000 - 1,499	42	...	...	...	...	...	...	...
	11.5	...	...	...	...	...	...	...
1,500 - 1,999	29	...	...	...	...	...	...	...
	7.9	...	...	...	...	...	...	...
2,000 - 2,499	19	...	...	...	...	...	...	...
	5.2	...	...	...	...	...	...	...
2,500 - 2,999	7	...	...	...	...	...	...	...
	1.9	...	...	...	...	...	...	...
$3,000 OR MORE	17	...	...	...	...	...	...	...
	4.6	...	...	...	...	...	...	...
TOTAL	366	87	49	140	90	97	159	110
	99.8	...	...	...	...	...	...	...
NO RESPONSE	1,167	264	261	358	284	335	530	302
	76.1	75.2	84.2	71.9	75.9	77.5	76.9	73.3
MEAN	937	...	...	794	...	...	839	909
MEDIAN	500	...	...	450	...	...	500	500
LOW	5	...	...	5	...	...	15	5
HIGH	14,200	...	...	6,000	...	...	6,300	14,200
STANDARD ERROR OF THE MEAN .	74.0	...	...	78.0	...	...	73.8	147.9

59C. INDICATE THE AMOUNT OF ADDITIONAL INCOME FOR THE YEAR BEGINNING WITH SUMMER 1970 AND ENDING WITH THE LAST SCHOOL MONTH OF 1971 - SUMMER 1970 AND SCHOOL YEAR 1970-71 - DIVIDENDS, RENTS, INTEREST, ROYALTIES, RETIREMENT ANNUITY, OTHER THAN CURRENT EARNINGS

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
LESS THAN $100	57 22.1	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
$ 100 - $ 199	33 12.8	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
200 - 299	12 4.7	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
300 - 399	11 4.3	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
400 - 499	14 5.4	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
500 - 599	21 8.1	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
600 - 699	5 1.9	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
700 - 799	5 1.9	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
800 - 899	2 .8	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
900 - 999	2 .8	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
1,000 - 1,499	30 11.6	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
1,500 - 1,999	12 4.7	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
2,000 - 2,499	18 7.0	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
2,500 - 2,999	4 1.6	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
$3,000 OR MORE	32 12.4	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
TOTAL	258 100.1	107 ...	151 ...	59 ...	66 ...	49 ...	83 ...	116 ...	142 ...
NO RESPONSE	1,275 83.2	419 79.7	856 85.0	503 89.5	279 80.9	221 81.9	256 75.5	691 85.6	584 80.4
MEAN	1,352	1,203	1,457	...	...	...	...	1,569	1,174
MEDIAN	500	400	500	...	...	...	...	500	500
LOW	7	7	15	...	...	...	...	7	15
HIGH	50,000	12,000	50,000	...	...	...	...	50,000	12,000
STANDARD ERROR OF THE MEAN .	219.7	202.2	347.4	...	...	...	...	445.9	164.2

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	SIZE OF SCHOOL SYSTEM LARGE 7	MEDIUM 8	SMALL 9
LESS THAN $100	57 22.1	... ...	... ...	... ...	... ...	... ...	... ...	... ...
$ 100 - $ 199	33 12.8	... ...	... ...	... ...	... ...	... ...	... ...	... ...
200 - 299	12 4.7	... ...	... ...	... ...	... ...	... ...	... ...	... ...
300 - 399	11 4.3	... ...	... ...	... ...	... ...	... ...	... ...	... ...
400 - 499	14 5.4	... ...	... ...	... ...	... ...	... ...	... ...	... ...
500 - 599	21 8.1	... ...	... ...	... ...	... ...	... ...	... ...	... ...
600 - 699	5 1.9	... ...	... ...	... ...	... ...	... ...	... ...	... ...
700 - 799	5 1.9	... ...	... ...	... ...	... ...	... ...	... ...	... ...
800 - 899	2 .8	... ...	... ...	... ...	... ...	... ...	... ...	... ...
900 - 999	2 .8	... ...	... ...	... ...	... ...	... ...	... ...	... ...
1,000 - 1,499	30 11.6	... ...	... ...	... ...	... ...	... ...	... ...	... ...
1,500 - 1,999	12 4.7	... ...	... ...	... ...	... ...	... ...	... ...	... ...
2,000 - 2,499	18 7.0	... ...	... ...	... ...	... ...	... ...	... ...	... ...
2,500 - 2,999	4 1.6	... ...	... ...	... ...	... ...	... ...	... ...	... ...
$3,000 OR MORE	32 12.4	... ...	... ...	... ...	... ...	... ...	... ...	... ...
TOTAL	258 100.1	58 ...	52 ...	92 ...	56 ...	79 ...	115 ...	64 ...
NO RESPONSE	1,275 83.2	293 83.5	258 83.2	406 81.5	318 85.0	353 81.7	574 83.3	348 84.5
MEAN	1,352	...	...	...	...	...	1,147	...
MEDIAN	500	...	...	...	...	...	480	...
LOW	7	...	...	...	...	...	19	...
HIGH	50,000	...	...	...	...	...	12,000	...
STANDARD ERROR OF THE MEAN .	219.7	...	...	...	...	...	171.3	...

59D. TOTAL EXTRA EARNINGS

				AGE IN YEARS				EMPLOYMENT STATUS	
	TOTAL SAMPLE	SEX		LESS THAN 30	30-39	40-49	50 OR MORE	ELEMENTARY	SECONDARY
		MEN	WOMEN						
1	2	3	4	5	6	7	8	9	10
LESS THAN $100	17	2	15	7	...	...	...	...	8
	2.8	.6	5.6	2.4	...	...	...	...	2.1
$100 - $199	40	10	30	20	...	...	...	...	22
	6.6	2.9	11.2	6.9	...	...	...	...	5.9
200 - 299	34	14	20	19	...	...	...	...	20
	5.6	4.1	7.5	6.6	...	...	...	...	5.3
300 - 399	29	7	22	16	...	...	...	...	15
	4.8	2.1	8.2	5.5	...	...	...	...	4.0
400 - 499	36	16	20	23	...	...	...	...	24
	5.9	4.7	7.5	7.9	...	...	...	...	6.4
500 - 599	39	18	21	22	...	...	...	...	20
	6.4	5.3	7.8	7.6	...	...	...	...	5.3
600 - 699	47	12	35	24	...	...	...	...	13
	7.7	3.5	13.1	8.3	...	...	...	...	3.5
700 - 799	37	15	22	14	...	...	...	...	18
	6.1	4.4	8.2	4.8	...	...	...	...	4.8
800 - 899	36	19	17	15	...	...	...	...	22
	5.9	5.6	6.3	5.2	...	...	...	...	5.9
900 - 999	28	16	12	16	...	...	...	...	18
	4.6	4.7	4.5	5.5	...	...	...	...	4.8
1,000 - 1,499	101	68	33	55	...	...	...	...	63
	16.6	20.0	12.3	19.0	...	...	...	...	16.8
1,500 - 1,999	54	44	10	27	...	...	...	...	41
	8.9	12.9	3.7	9.3	...	...	...	...	11.0
2,000 - 2,499	35	30	5	13	...	...	...	...	31
	5.8	8.8	1.9	4.5	...	...	...	...	8.3
2,500 - 2,999	16	15	1	7	...	...	...	...	14
	2.6	4.4	.4	2.4	...	...	...	...	3.7
$3,000 OR MORE	59	54	5	12	...	...	...	...	45
	9.7	15.9	1.9	4.1	...	...	...	...	12.0
TOTAL	608	340	268	290	136	101	80	234	374
	100.0	99.9	100.1	100.0	...	...	...	...	99.8
NO RESPONSE	925	186	739	272	209	169	259	573	352
	60.3	35.4	73.4	48.4	60.6	62.6	76.4	71.0	48.5
MEAN	1,280	1,722	720	1,030	1,708	1,474	...	1,032	1,436
MEDIAN	830	1,200	600	775	1,000	900	...	650	1,000
LOW	20	30	20	20	30	30	...	20	30
HIGH	14,400	14,400	7,200	10,892	14,000	14,400	...	14,000	14,400
STANDARD ERROR OF THE MEAN .	61.8	96.8	50.2	63.0	167.4	192.6	...	97.6	78.9

	TOTAL SAMPLE 2	GEOGRAPHICAL REGION NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	SIZE OF SCHOOL SYSTEM LARGE 7	MEDIUM 8	SMALL 9
1								
LESS THAN $100	17 2.8	... ...	... ...	... ...	... ...	... ...	9 3.3	... ...
$100 - $199	40 6.6	... ...	... ...	... ...	... ...	... ...	16 5.9	... ...
200 - 299	34 5.6	... ...	... ...	... ...	... ...	... ...	11 4.1	... ...
300 - 399	29 4.8	... ...	... ...	... ...	... ...	... ...	17 6.3	... ...
400 - 499	36 5.9	... ...	... ...	... ...	... ...	... ...	13 4.8	... ...
500 - 599	39 6.4	... ...	... ...	... ...	... ...	... ...	19 7.0	... ...
600 - 699	47 7.7	... ...	... ...	... ...	... ...	... ...	27 10.0	... ...
700 - 799	37 6.1	... ...	... ...	... ...	... ...	... ...	18 6.7	... ...
800 - 899	36 5.9	... ...	... ...	... ...	... ...	... ...	18 6.7	... ...
900 - 999	28 4.6	... ...	... ...	... ...	... ...	... ...	12 4.4	... ...
1,000 - 1,499	101 16.6	... ...	... ...	... ...	... ...	... ...	39 14.4	... ...
1,500 - 1,999	54 8.9	... ...	... ...	... ...	... ...	... ...	22 8.1	... ...
2,000 - 2,499	35 5.8	... ...	... ...	... ...	... ...	... ...	15 5.6	... ...
2,500 - 2,999	16 2.6	... ...	... ...	... ...	... ...	... ...	9 3.3	... ...
$3,000 OR MORE	59 9.7	... ...	... ...	... ...	... ...	... ...	25 9.3	... ...
TOTAL	608 100.0	148 ...	108 ...	209 ...	143 ...	178 ...	270 ...	160 ...
NO RESPONSE	925 60.3	203 57.8	202 65.2	289 58.0	231 61.8	254 58.8	419 60.8	252 61.2
MEAN	1,280	1,070	1,212	1,364	1,428	1,402	1,185	1,305
MEDIAN	830	787	800	950	750	900	800	870
LOW	20	46	41	35	20	20	30	35
HIGH	14,400	4,000	9,650	7,200	14,400	14,000	9,650	14,400
STANDARD ERROR OF THE MEAN .	61.8	76.0	135.5	91.5	185.4	132.5	72.3	136.4

59E. TOTAL EXTRA INCOME

1	TOTAL SAMPLE 2	SEX MEN 3	SEX WOMEN 4	AGE IN YEARS LESS THAN 30 5	AGE IN YEARS 30-39 6	AGE IN YEARS 40-49 7	AGE IN YEARS 50 OR MORE 8	EMPLOYMENT STATUS ELEMENTARY 9	EMPLOYMENT STATUS SECONDARY 10
LESS THAN $100	42	10	32	19	...	...	...	24	18
	5.5	2.7	8.3	6.0	...	...	...	7.5	4.1
$ 100 - $ 199	52	13	39	25	...	...	...	22	30
	6.8	3.5	10.2	7.9	...	...	...	6.9	6.8
200 - 299	40	13	27	20	...	...	...	18	22
	5.3	3.5	7.0	6.3	...	...	...	5.7	5.0
300 - 399	34	6	28	16	...	...	...	19	15
	4.5	1.6	7.3	5.0	...	...	...	6.0	3.4
400 - 499	40	15	25	26	...	...	...	17	23
	5.3	4.0	6.5	8.2	...	...	...	5.3	5.2
500 - 599	48	20	28	22	...	...	...	24	24
	6.3	5.3	7.3	6.9	...	...	...	7.5	5.4
600 - 699	47	9	38	25	...	...	...	30	17
	6.2	2.4	9.9	7.9	...	...	...	9.4	3.8
700 - 799	38	15	23	14	...	...	...	20	18
	5.0	4.0	6.0	4.4	...	...	...	6.3	4.1
800 - 899	36	19	17	16	...	...	...	15	21
	4.7	5.1	4.4	5.0	...	...	...	4.7	4.8
900 - 999	29	17	12	16	...	...	...	10	19
	3.8	4.5	3.1	5.0	...	...	...	3.1	4.3
1,000 - 1,499	127	73	54	57	...	...	...	53	74
	16.7	19.4	14.1	18.0	...	...	...	16.7	16.7
1,500 - 1,999	57	43	14	25	...	...	...	18	39
	7.5	11.4	3.6	7.9	...	...	...	5.7	8.8
2,000 - 2,499	49	34	15	15	...	...	...	10	39
	6.4	9.0	3.9	4.7	...	...	...	3.1	8.8
2,500 - 2,999	19	13	6	7	...	...	...	7	12
	2.5	3.5	1.6	2.2	...	...	...	2.2	2.7
$3,000 OR MORE	102	76	26	14	...	...	...	31	71
	13.4	20.2	6.8	4.4	...	...	...	9.7	16.1
TOTAL	760	376	384	317	171	129	141	318	442
	99.9	100.1	100.0	99.8	...	...	...	99.8	100.0
NO RESPONSE	773	150	623	245	174	141	198	489	284
	50.4	28.5	61.9	43.6	50.4	52.2	58.4	60.6	39.1
MEAN	1,483	1,899	1,076	1,000	1,934	1,657	1,853	1,332	1,592
MEDIAN	900	1,300	600	700	1,000	957	1,000	700	1,000
LOW	7	7	19	19	14	20	7	7	19
HIGH	50,000	14,400	50,000	11,513	50,000	14,400	12,000	50,000	14,400
STANDARD ERROR OF THE MEAN .	89.7	104.3	142.3	62.6	317.2	177.8	183.8	177.7	86.1

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	SIZE OF SCHOOL SYSTEM LARGE 7	MEDIUM 8	SMALL 9
LESS THAN $100	42	...	...	14	...	...	21	...
	5.5	...	...	5.4	...	...	6.1	...
$ 100 - $ 199	52	...	...	22	...	...	23	...
	6.8	...	...	8.5	...	...	6.7	...
200 - 299	40	...	...	11	...	...	15	...
	5.3	...	...	4.2	...	...	4.4	...
300 - 399	34	...	...	11	...	...	1[illegible]	...
	4.5	...	...	4.2	...	...	5.2	...
400 - 499	40	...	...	12	...	...	18	...
	5.3	...	...	4.6	...	...	5.2	...
500 - 599	48	...	...	18	...	...	21	...
	6.3	...	...	6.9	...	...	6.1	...
600 - 699	47	...	...	13	...	...	26	...
	6.2	...	...	5.0	...	...	7.6	...
700 - 799	38	...	...	10	...	...	17	...
	5.0	...	...	3.9	...	...	5.0	...
800 - 899	36	...	...	11	...	...	18	...
	4.7	...	...	4.2	...	...	5.2	...
900 - 999	29	...	...	11	...	...	13	...
	3.8	...	...	4.2	...	...	3.8	...
1,000 - 1,499	127	...	...	46	...	...	52	...
	16.7	...	...	17.8	...	...	15.2	...
1,500 - 1,999	57	...	...	23	...	...	24	...
	7.5	...	...	8.9	...	...	7.0	...
2,000 - 2,499	49	...	...	19	...	...	25	...
	6.4	...	...	7.3	...	...	7.3	...
2,500 - 2,999	19	...	...	4	...	...	5	...
	2.5	...	...	1.5	...	...	1.5	...
$3,000 OR MORE	102	...	...	34	...	...	47	...
	13.4	...	...	13.1	...	...	13.7	...
TOTAL	760	180	143	259	178	223	343	194
	99.9	100.0	100.1	99.7	100.1	99.9	100.0	99.9
NO RESPONSE	773	171	167	239	196	209	346	218
	50.4	48.7	53.9	48.0	52.4	48.4	50.2	52.9
MEAN	1,483	1,211	1,449	1,523	1,728	1,848	1,318	1,356
MEDIAN	900	800	848	950	900	1,000	848	889
LOW	7	14	7	20	20	7	19	20
HIGH	50,000	10,900	9,650	50,000	14,400	50,000	12,000	14,400
STANDARD ERROR OF THE MEAN .	89.7	106.0	149.6	205.5	176.2	254.1	80.6	130.7

60. WHAT IS THE TOTAL ANNUAL INCOME OF YOU AND YOUR SPOUSE

	TOTAL SAMPLE	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN	WOMEN	LESS THAN 30	30-39	40-49	50 OR MORE	ELEMENTARY	SECONDARY
1	2	3	4	5	6	7	8	9	10
LESS THAN $6,000	17	3	14	8	3	...	3	13	4
	1.2	.6	1.6	1.5	1.0	...	1.0	1.8	.6
$ 6,000 - $ 6,999	40	9	31	28	2	...	8	25	15
	2.9	1.9	3.4	5.3	.6	...	2.7	3.5	2.2
7,000 - 7,999	80	19	61	61	8	...	8	47	33
	5.8	3.9	6.8	11.5	2.6	...	2.7	6.6	4.9
8,000 - 8,999	114	42	72	75	21	...	12	64	50
	8.2	8.7	8.0	14.2	6.8	...	4.1	8.9	7.5
9,000 - 9,999	87	28	59	37	20	...	22	50	37
	6.3	5.8	6.5	7.0	6.5	...	7.5	7.0	5.5
10,000 - 10,999	97	44	53	46	18	...	27	46	51
	7.0	9.1	5.9	8.7	5.8	...	9.2	6.4	7.6
11,000 - 11,999	78	28	50	25	15	...	23	32	46
	5.6	5.8	5.5	4.7	4.9	...	7.8	4.5	6.9
12,000 - 12,999	85	41	44	35	22	...	12	35	50
	6.1	8.5	4.9	6.6	7.1	...	4.1	4.9	7.5
13,000 - 13,999	81	42	39	23	21	...	16	35	46
	5.8	8.7	4.3	4.3	6.8	...	5.5	4.9	6.9
14,000 - 14,999	90	45	45	37	21	...	13	35	55
	6.5	9.3	5.0	7.0	6.8	...	4.4	4.9	8.2
15,000 - 19,999	322	115	207	108	75	...	67	164	158
	23.2	23.8	22.9	20.4	24.3	...	22.9	22.9	23.6
20,000 - 24,999	177	41	136	38	51	...	50	99	78
	12.8	8.5	15.1	7.2	16.5	...	17.1	13.8	11.7
25,000 - 29,999	47	8	39	2	14	...	14	30	17
	3.4	1.7	4.3	.4	4.5	...	4.8	4.2	2.5
$30,000 OR MORE	71	19	52	7	18	...	18	42	29
	5.1	3.9	5.8	1.3	5.8	...	6.1	5.9	4.3
TOTAL	1,386	484	902	530	309	240	293	717	669
	99.9	100.2	100.0	100.1	100.0	...	99.9	100.2	99.9
NO RESPONSE	147	42	105	32	36	30	46	90	57
	9.6	8.0	10.4	5.7	10.4	11.1	13.6	11.2	7.9
MEAN	15,021	14,243	15,439	12,405	16,336	17,769	15,873	15,259	14,767
MEDIAN	14,000	13,425	14,400	11,000	15,000	16,000	15,000	14,000	14,000
LOW	4,160	5,505	4,160	4,160	5,435	4,954	5,349	4,160	5,600
HIGH	80,000	48,642	80,000	48,642	80,000	50,000	35,000	80,000	50,000
STANDARD ERROR OF THE MEAN .	183.5	250.8	246.8	225.3	445.6	455.1	378.1	279.9	233.5

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
LESS THAN $6,000	17	2	12	2	1	3	7	7
	1.2	.6	4.3	.4	.3	.8	1.1	1.9
$ 6,000 - $ 6,999	40	2	21	8	9	8	19	13
	2.9	.6	7.6	1.8	2.7	2.0	3.0	3.6
7,000 - 7,999	80	16	14	39	11	15	32	33
	5.8	5.0	5.1	8.6	3.3	3.8	5.1	9.0
8,000 - 8,999	114	25	22	44	23	32	42	40
	8.2	7.8	7.9	9.7	6.8	8.2	6.7	11.0
9,000 - 9,999	87	16	21	24	26	27	32	28
	6.3	5.0	7.6	5.3	7.7	6.9	5.1	7.7
10,000 - 10,999	97	25	22	34	16	28	43	26
	7.0	7.8	7.9	7.5	4.8	7.2	6.8	7.1
11,000 - 11,999	78	13	17	27	21	28	32	18
	5.6	4.1	6.1	6.0	6.3	7.2	5.1	4.9
12,000 - 12,999	85	25	15	27	18	20	43	22
	6.1	7.8	5.4	6.0	5.4	5.1	6.8	6.0
13,000 - 13,999	81	19	13	26	23	21	37	23
	5.8	5.9	4.7	5.7	6.8	5.4	5.9	6.3
14,000 - 14,999	90	25	15	27	23	25	50	15
	6.5	7.8	5.4	6.0	6.8	6.4	7.9	4.1
15,000 - 19,999	322	72	60	107	83	98	132	92
	23.2	22.5	21.7	23.6	24.7	25.1	21.0	25.2
20,000 - 24,999	177	47	28	56	46	46	97	34
	12.8	14.7	10.1	12.4	13.7	11.8	15.4	9.3
25,000 - 29,999	47	12	6	11	18	16	29	2
	3.4	3.8	2.2	2.4	5.4	4.1	4.6	.5
$30,000 OR MORE	71	21	11	21	18	24	35	12
	5.1	6.6	4.0	4.6	5.4	6.1	5.6	3.3
TOTAL	1,386	320	277	453	336	391	630	365
	99.9	100.0	100.0	100.0	100.1	100.1	100.1	99.9
NO RESPONSE	147	31	33	45	38	41	59	47
	9.6	8.8	10.6	9.0	10.2	9.5	8.6	11.4
MEAN	15,021	15,836	13,603	14,805	15,708	15,629	15,513	13,523
MEDIAN	14,000	14,536	12,500	13,737	14,800	14,330	14,200	12,452
LOW	4,160	4,800	4,160	5,426	5,700	4,800	4,954	4,160
HIGH	80,000	46,000	32,000	80,000	48,642	80,000	50,000	48,642
STANDARD ERROR OF THE MEAN .	183.5	381.9	360.2	343.3	362.5	392.7	263.3	307.4

60. WHAT IS THE TOTAL ANNUAL INCOME OF YOU AND YOUR SPOUSE (Continued)

	MARRIED			SINGLE, WIDOWED, DIVORCED OR SEPARATED		
	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN
1	2	3	4	5	6	7
LESS THAN $6,000	3	1	2	14	...	12
	.3	.3	.4	3.3	...	3.6
$ 6,000 - $ 6,999	7	1	6	33	...	25
	.7	.3	1.1	7.7	...	7.5
7,000 - 7,999	19	11	8	61	...	53
	2.0	2.8	1.4	14.2	...	15.9
8,000 - 8,999	24	17	7	90	...	65
	2.5	4.4	1.2	20.9	...	19.5
9,000 - 9,999	33	20	13	54	...	46
	3.5	5.2	2.3	12.6	...	13.8
10,000 - 10,999	49	31	18	48	...	35
	5.1	8.0	3.2	11.2	...	10.5
11,000 - 11,999	42	26	16	36	...	34
	4.4	6.7	2.8	8.4	...	10.2
12,000 - 12,999	64	33	31	21	...	13
	6.7	8.5	5.4	4.9	...	3.9
13,000 - 13,999	63	37	26	18	...	13
	6.6	9.6	4.6	4.2	...	3.9
14,000 - 14,999	71	39	32	19	...	13
	7.4	10.1	5.6	4.4	...	3.9
15,000 - 19,999	299	107	192	23	...	15
	31.3	27.7	33.7	5.3	...	4.5
20,000 - 24,999	175	40	135	2	...	1
	18.3	10.4	23.7	.5	...	.3
25,000 - 29,999	47	8	39	...	...	...
	4.9	2.1	6.9	...	...	...
$30,000 OR MORE	59	15	44	11	...	8
	6.2	3.9	7.7	2.6	...	2.4
TOTAL	955	386	569	430	97	333
	99.9	100.0	100.0	100.2	...	99.9
NO RESPONSE	147	42	105	...	...	...
	13.3	9.8	15.6	...	...	...
MEAN	17,093	15,006	18,510	10,385	...	10,193
MEDIAN	16,000	14,000	18,000	9,223	...	9,196
LOW	5,500	5,505	5,500	4,160	...	4,160
HIGH	80,000	48,642	80,000	30,000	...	30,000
STANDARD ERROR OF THE MEAN .	213.0	273.7	301.3	205.7	...	226.0

60A. TEACHER'S SALARY AS PERCENT OF TOTAL INCOME

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
LESS THAN 40 PERCENT	107 7.9	6 1.3	101 11.5	25 4.8	34 11.3	... ...	21 7.4	70 10.0	37 5.7
40 - 49 PERCENT	225 16.7	38 8.1	187 21.2	88 16.8	52 17.3	... ...	39 13.8	127 18.2	98 15.0
50 - 59 PERCENT	221 16.4	80 17.1	141 16.0	99 18.9	40 13.3	... ...	40 14.2	105 15.0	116 17.8
60 - 69 PERCENT	108 8.0	49 10.4	59 6.7	34 6.5	24 8.0	... ...	24 8.5	53 7.6	55 8.4
70 - 79 PERCENT	88 6.5	58 12.4	30 3.4	37 7.0	18 6.0	... ...	21 7.4	40 5.7	48 7.4
80 - 89 PERCENT	160 11.9	93 19.8	67 7.6	64 12.2	38 12.7	... ...	27 9.6	61 8.7	99 15.2
90 - 99 PERCENT	207 15.3	86 18.3	121 13.7	93 17.7	48 16.0	... ...	41 14.5	93 13.3	114 17.5
100 PERCENT	234 17.3	59 12.6	175 19.9	85 16.2	46 15.3	... ...	69 24.5	149 21.3	85 13.0
TOTAL	1,350 100.0	469 100.0	881 100.0	525 100.1	300 99.9	232 ...	282 99.9	698 99.8	652 100.0
NO RESPONSE	183 11.9	57 10.8	126 12.5	37 6.6	45 13.0	38 14.1	57 16.8	109 13.5	74 10.2
MEAN	71	76	68	72	69	66	74	70	72
MEDIAN	71	80	61	73	69	62	78	67	73
LOW	13	26	13	19	13	19	29	13	19
HIGH	100	100	100	100	100	100	100	100	100
STANDARD ERROR OF THE MEAN .	.6	.9	.8	1.0	1.4	1.5	1.4	.9	.9

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
LESS THAN 40 PERCENT	107 7.9	21 6.7	29 10.8	31 7.0	26 8.0	28 7.3	45 7.4	34 9.5
40 - 49 PERCENT	225 16.7	50 15.9	51 19.0	62 14.0	62 19.0	56 14.6	112 18.4	57 16.0
50 - 59 PERCENT	221 16.4	44 14.0	49 18.3	72 16.3	56 17.2	58 15.1	109 17.9	54 15.1
60 - 69 PERCENT	108 8.0	24 7.6	19 7.1	42 9.5	23 7.1	33 8.6	50 8.2	25 7.0
70 - 79 PERCENT	88 6.5	15 4.8	15 5.6	30 6.8	28 8.6	28 7.3	44 7.2	16 4.5
80 - 89 PERCENT	160 11.9	38 12.1	24 9.0	58 13.1	40 12.3	43 11.2	71 11.6	46 12.9
90 - 99 PERCENT	207 15.3	62 19.7	28 10.4	77 17.4	40 12.3	61 15.9	82 13.4	64 17.9
100 PERCENT	234 17.3	60 19.1	53 19.8	70 15.8	51 15.6	76 19.8	97 15.9	61 17.1
TOTAL	1,350 100.0	314 99.9	268 100.0	442 99.9	326 100.1	383 99.8	610 100.0	357 100.0
NO RESPONSE	183 11.9	37 10.5	42 13.5	56 11.2	48 12.8	49 11.3	79 11.5	55 13.3
MEAN	71	73	68	72	69	72	69	71
MEDIAN	71	82	62	73	67	74	66	74
LOW	13	19	22	13	21	13	18	22
HIGH	100	100	100	100	100	100	100	100
STANDARD ERROR OF THE MEAN .	.6	1.3	1.5	1.1	1.3	1.2	.9	1.3

60A. TEACHER'S SALARY AS PERCENT OF TOTAL INCOME (Continued)

	MARRIED			SINGLE, WIDOWED, DIVORCED OR SEPARATED		
	TOTAL	MEN	WOMEN	TOTAL	MEN	WOMEN
1	2	3	4	5	6	7
LESS THAN 40 PERCENT	107	6	101	...	...	...
	11.5	1.6	18.2	...	...	...
40 - 49 PERCENT	224	38	186	1	...	1
	24.1	10.1	33.5	.2	...	.3
50 - 59 PERCENT	218	78	140	3	...	1
	23.4	20.8	25.2	.7	...	.3
60 - 69 PERCENT	101	45	56	7	...	3
	10.8	12.0	10.1	1.7	...	.9
70 - 79 PERCENT	78	55	23	10	...	7
	8.4	14.7	4.1	2.4	...	2.2
80 - 89 PERCENT	102	73	29	58	...	38
	11.0	19.5	5.2	13.8	...	11.7
90 - 99 PERCENT	68	56	12	139	...	109
	7.3	14.9	2.2	33.2	...	33.5
100 PERCENT	33	24	9	201	...	166
	3.5	6.4	1.6	48.0	...	51.1
TOTAL	931	375	556	419	94	325
	100.0	100.0	100.1	100.0	...	100.0
NO RESPONSE	171	53	118	11	3	8
	15.5	12.4	17.5	2.6	3.1	2.4
MEAN	60	72	52	95	...	96
MEDIAN	55	73	49	99	...	100
LOW	13	26	13	46	...	46
HIGH	100	100	100	100	...	100
STANDARD ERROR OF THE MEAN .	.6	.9	.7	.4	...	.4

61. SUPPOSE YOU COULD GO BACK TO YOUR COLLEGE DAYS AND START OVER AGAIN, IN VIEW OF YOUR PRESENT KNOWLEDGE, WOULD YOU BECOME A TEACHER

	TOTAL SAMPLE	SEX		AGE IN YEARS				EMPLOYMENT STATUS	
		MEN	WOMEN	LESS THAN 30	30-39	40-49	50 OR MORE	ELEMENTARY	SECONDARY
1	2	3	4	5	6	7	8	9	10
CERTAINLY WOULD BECOME A TEACHER	674	170	504	230	136	124	174	396	278
	44.9	33.0	51.1	41.4	40.1	47.1	53.0	50.1	39.1
PROBABLY WOULD BECOME A TEACHER	443	143	300	190	92	74	86	238	205
	29.5	27.8	30.4	34.2	27.1	28.1	26.2	30.1	28.8
CHANCES ABOUT EVEN FOR AND AGAINST	195	87	108	71	59	30	33	82	113
	13.0	16.9	10.9	12.8	17.4	11.4	10.1	10.4	15.9
PROBABLY WOULD NOT BECOME A TEACHER	134	83	51	48	41	25	18	53	81
	8.9	16.1	5.2	8.6	12.1	9.5	5.5	6.7	11.4
CERTAINLY WOULD NOT BECOME A TEACHER	56	32	24	17	11	10	17	22	34
	3.7	6.2	2.4	3.1	3.2	3.8	5.2	2.8	4.8
TOTAL	1,502	515	987	556	339	263	328	791	711
	100.0	100.0	100.0	100.1	99.9	99.9	100.0	100.1	100.0
NO RESPONSE	31	11	20	6	6	7	11	16	15
	2.0	2.1	2.0	1.1	1.7	2.6	3.2	2.0	2.1

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	SIZE OF SCHOOL SYSTEM LARGE 7	MEDIUM 8	SMALL 9
CERTAINLY WOULD BECOME A TEACHER	674 44.9	144 41.4	138 46.2	208 42.6	184 50.1	192 45.2	295 44.0	187 45.9
PROBABLY WOULD BECOME A TEACHER	443 29.5	102 29.3	77 25.8	168 34.4	96 26.2	111 26.1	205 30.6	127 31.2
CHANCES ABOUT EVEN FOR AND AGAINST	195 13.0	48 13.8	43 14.4	62 12.7	42 11.4	56 13.2	86 12.8	53 13.0
PROBABLY WOULD NOT BECOME A TEACHER	134 8.9	35 10.1	27 9.0	36 7.4	36 9.8	43 10.1	64 9.6	27 6.6
CERTAINLY WOULD NOT BECOME A TEACHER	56 3.7	19 5.5	14 4.7	14 2.9	9 2.5	23 5.4	20 3.0	13 3.2
TOTAL	1,502 100.0	348 100.1	299 100.1	488 100.0	367 100.0	425 100.0	670 100.0	407 99.9
NO RESPONSE	31 2.0	3 .9	11 3.5	10 2.0	7 1.9	7 1.6	19 2.8	5 1.2

62. WHAT WERE YOU DOING DURING THE 1969-70 SCHOOL YEAR (LAST YEAR) AND WHAT DO YOU EXPECT TO BE DOING DURING THE 1971-72 SCHOOL YEAR (NEXT YEAR)

A. 1969 - 70

1	TOTAL SAMPLE 2	SEX MEN 3	WOMEN 4	AGE IN YEARS LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	EMPLOYMENT STATUS ELEMEN-TARY 9	SECON-DARY 10
TEACHING FULL TIME IN THIS SCHOOL SYSTEM	1,241 83.9	433 85.6	808 83.0	390 70.9	293 86.4	239 92.6	308 96.3	657 84.6	584 83.1
TEACHING FULL TIME IN ANOTHER SCHOOL SYSTEM ...	63 4.3	20 4.0	43 4.4	37 6.7	15 4.4	5 1.9	5 1.6	34 4.4	29 4.1
ATTENDING A COLLEGE OR UNIVERSITY FULL TIME	104 7.0	33 6.5	71 7.3	87 15.8	12 3.5	4 1.6	1 .3	50 6.4	54 7.7
IN MILITARY SERVICE	5 .3	5 1.0	... ...	5 .9	... ...	... ...	... ...	1 .1	4 .6
WORKING IN A NONTEACHING OCCUPATION	20 1.4	11 2.2	9 .9	7 1.3	8 2.4	2 .8	3 .9	6 .8	14 2.0
HOMEMAKING AND/OR CHILD-REARING	29 2.0	... ...	29 3.0	17 3.1	6 1.8	5 1.9	1 .3	20 2.6	9 1.3
UNEMPLOYED AND SEEKING WORK	4 .3	1 .2	3 .3	2 .4	... ...	1 .4	... ...	3 .4	1 .1
RETIRED	2 .1	... ...	2 .2	... ...	... ...	... ...	2 .6	2 .3	... ...
OTHER	12 .8	3 .6	9 .9	5 .9	5 1.5	2 .8	... ...	4 .5	8 1.1
TOTAL	1,480 100.1	506 100.1	974 100.0	550 100.0	339 100.0	258 100.0	320 100.0	777 100.1	703 100.0
NO RESPONSE	53 3.5	20 3.8	33 3.3	12 2.1	6 1.7	12 4.4	19 5.6	30 3.7	23 3.2

62. WHAT WERE YOU DOING DURING THE 1969-70 SCHOOL YEAR (LAST YEAR) AND WHAT DO YOU EXPECT TO BE DOING DURING THE 1971-72 SCHOOL YEAR (NEXT YEAR) (Continued)

A. 1969 - 70 (Continued)

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
1	TOTAL SAMPLE 2	NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	LARGE 7	MEDIUM 8	SMALL 9
TEACHING FULL TIME IN THIS SCHOOL SYSTEM	1,241 83.9	292 85.6	248 83.2	391 82.1	310 84.9	365 87.7	561 83.7	315 79.9
TEACHING FULL TIME IN ANOTHER SCHOOL SYSTEM ...	63 4.3	13 3.8	12 4.0	23 4.8	15 4.1	15 3.6	24 3.6	24 6.1
ATTENDING A COLLEGE OR UNIVERSITY FULL TIME	104 7.0	15 4.4	19 6.4	48 10.1	22 6.0	23 5.5	48 7.2	33 8.4
IN MILITARY SERVICE	5 .3	1 .3	2 .7	1 .2	1 .3	1 .2	2 .3	2 .5
WORKING IN A NONTEACHING OCCUPATION	20 1.4	6 1.8	4 1.3	2 .4	8 2.2	5 1.2	11 1.6	4 1.0
HOMEMAKING AND/OR CHILD-REARING	29 2.0	9 2.6	10 3.4	5 1.1	5 1.4	4 1.0	15 2.2	10 2.5
UNEMPLOYED AND SEEKING WORK	4 .3	1 .3	2 .7	... ...	1 .3	1 .2	2 .3	1 .3
RETIRED	2 .1	1 .3	1 .3	... ...	... ...	... ...	2 .3	... ...
OTHER	12 .8	3 .9	... ...	6 1.3	3 .8	2 .5	5 .7	5 1.3
TOTAL	1,480 100.1	341 100.0	298 100.0	476 100.0	365 100.0	416 99.9	670 99.9	394 100.0
NO RESPONSE	53 3.5	10 2.8	12 3.9	22 4.4	9 2.4	16 3.7	19 2.8	18 4.4

B. 1971 - 72

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMEN-TARY 9	SECON-DARY 10
TEACHING FULL TIME IN THIS SCHOOL SYSTEM	1,223 84.6	428 86.8	795 83.4	404 75.4	295 89.4	245 95.0	267 86.7	636 83.8	587 85.4
TEACHING FULL TIME IN ANOTHER SCHOOL SYSTEM ...	70 4.8	28 5.7	42 4.4	49 9.1	14 4.2	4 1.6	3 1.0	36 4.7	34 4.9
ATTENDING A COLLEGE OR UNIVERSITY FULL TIME	20 1.4	6 1.2	14 1.5	13 2.4	2 .6	3 1.2	2 .6	12 1.6	8 1.2
IN MILITARY SERVICE	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
WORKING IN A NONTEACHING OCCUPATION	31 2.1	17 3.4	14 1.5	19 3.5	10 3.0	1 .4	... ...	8 1.1	23 3.3
HOMEMAKING AND/OR CHILD-REARING	46 3.2	1 .2	45 4.7	40 7.5	6 1.8	... ...	... ...	34 4.5	12 1.7
UNEMPLOYED AND SEEKING WORK	5 .3	1 .2	4 .4	1 .2	... ...	2 .8	2 .6	4 .5	1 .1
RETIRED	32 2.2	6 1.2	26 2.7	1 .2	... ...	... ...	31 10.1	21 2.8	11 1.6
OTHER	19 1.3	6 1.2	13 1.4	9 1.7	3 .9	3 1.2	3 1.0	8 1.1	11 1.6
TOTAL	1,446 99.9	493 99.9	953 100.0	536 100.0	330 99.9	258 100.2	308 100.0	759 100.1	687 99.8
NO RESPONSE	87 5.7	33 6.3	54 5.4	26 4.6	15 4.3	12 4.4	31 9.1	48 5.9	39 5.4

B. 1971 - 72 (Continued)

1	TOTAL SAMPLE 2	GEOGRAPHICAL REGION NORTH-EAST 3	SOUTH-EAST 4	MIDDLE 5	WEST 6	SIZE OF SCHOOL SYSTEM LARGE 7	MEDIUM 8	SMALL 9
TEACHING FULL TIME IN THIS SCHOOL SYSTEM	1,223 84.6	283 84.7	244 84.7	396 84.8	300 84.0	349 84.9	544 84.5	330 84.4
TEACHING FULL TIME IN ANOTHER SCHOOL SYSTEM ...	70 4.8	10 3.0	10 3.5	27 5.8	23 6.4	18 4.4	31 4.8	21 5.4
ATTENDING A COLLEGE OR UNIVERSITY FULL TIME	20 1.4	5 1.5	5 1.7	5 1.1	5 1.4	8 1.9	7 1.1	5 1.3
IN MILITARY SERVICE	... ...	... ...	... ...	... ...	... ...	... ...	... ...	... ...
WORKING IN A NONTEACHING OCCUPATION	31 2.1	9 2.7	11 3.8	6 1.3	5 1.4	9 2.2	12 1.9	10 2.6
HOMEMAKING AND/OR CHILD-REARING	46 3.2	12 3.6	11 3.8	11 2.4	12 3.4	15 3.6	25 3.9	6 1.5
UNEMPLOYED AND SEEKING WORK	5 .3	... ...	1 .3	2 .4	2 .6	1 .2	2 .3	2 .5
RETIRED	32 2.2	8 2.4	3 1.0	15 3.2	6 1.7	6 1.5	13 2.0	13 3.3
OTHER	19 1.3	7 2.1	3 1.0	5 1.1	4 1.1	5 1.2	10 1.6	4 1.0
TOTAL	1,446 99.9	334 100.0	288 99.8	467 100.1	357 100.0	411 99.9	644 100.1	391 100.0
NO RESPONSE	87 5.7	17 4.8	22 7.1	31 6.2	17 4.5	21 4.9	45 6.5	21 5.1

63. WHAT IN YOUR PRESENT POSITION AS A TEACHER HELPS YOU MOST TO RENDER THE BEST SERVICE OF WHICH YOU ARE CAPABLE

1	TOTAL SAMPLE 2	SEX MEN 3	WOMEN 4	AGE IN YEARS LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	EMPLOYMENT STATUS ELEMEN-TARY 9	SECON-DARY 10
EXCELLENCE OF ADMINISTRATION - SCHOOL, CENTRAL OFFICE, SCHOOL BOARD	259 16.9	68 12.9	191 19.0	90 16.0	54 15.7	43 15.9	71 20.9	148 18.3	111 15.3
OPPORTUNITY FOR RENDERING SERVICE	147 9.6	58 11.0	89 8.8	38 6.8	34 9.9	34 12.6	40 11.8	75 9.3	72 9.9
POSITIVE ATTITUDES OF PUPILS AND PARENTS	153 10.0	43 8.2	110 10.9	58 10.3	29 8.4	23 8.5	40 11.8	81 10.0	72 9.9
GOOD RELATIONSHIPS AND ATTITUDES OF COLLEAGUES .	195 12.7	54 10.3	141 14.0	89 15.8	35 10.1	31 11.5	39 11.5	114 14.1	81 11.2
ADEQUATE MATERIALS, STAFF, FUNDS	306 20.0	79 15.0	227 22.5	126 22.4	70 20.3	42 15.6	66 19.5	171 21.2	135 18.6
PUPIL PROGRESS AND ABILITY .	14 .9	6 1.1	8 .8	2 .4	3 .9	4 1.5	5 1.5	6 .7	8 1.1
IMPROVEMENTS IN REMUNERAT-ION	6 .4	4 .8	2 .2	2 .4	2 .6	1 .4	1 .3	1 .1	5 .7
PROFESSIONAL GROWTH ACTIVITIES	66 4.3	26 4.9	40 4.0	25 4.4	12 3.5	11 4.1	18 5.3	32 4.0	34 4.7
OTHER	109 7.1	29 5.5	80 7.9	38 6.8	27 7.8	23 8.5	20 5.9	63 7.8	46 6.3
NONE	504 32.9	209 39.7	295 29.3	181 32.2	133 38.6	89 33.0	92 27.1	248 30.7	256 35.3
TOTAL	1,533 ...	526 ...	1,007 ...	562 ...	345 ...	270 ...	339 ...	807 ...	726 ...

63. WHAT IN YOUR PRESENT POSITION AS A TEACHER HELPS YOU MOST TO RENDER THE BEST SERVICE OF WHICH YOU ARE CAPABLE (Continued)

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
	TOTAL SAMPLE	NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
EXCELLENCE OF ADMINISTRATION - SCHOOL, CENTRAL OFFICE, SCHOOL BOARD	259 16.9	58 16.5	54 17.4	92 18.5	55 14.7	68 15.7	117 17.0	74 18.0
OPPORTUNITY FOR RENDERING SERVICE	147 9.6	33 9.4	31 10.0	40 8.0	43 11.5	44 10.2	69 10.0	34 8.3
POSITIVE ATTITUDES OF PUPILS AND PARENTS	153 10.0	37 10.5	28 9.0	53 10.6	35 9.4	50 11.6	60 8.7	43 10.4
GOOD RELATIONSHIPS AND ATTITUDES OF COLLEAGUES .	195 12.7	40 11.4	35 11.3	75 15.1	45 12.0	66 15.3	83 12.0	46 11.2
ADEQUATE MATERIALS, STAFF, FUNDS	306 20.0	73 20.8	63 20.3	88 17.7	82 21.9	73 16.9	147 21.3	86 20.9
PUPIL PROGRESS AND ABILITY .	14 .9	2 .6	2 .6	3 .6	7 1.9	3 .7	8 1.2	3 .7
IMPROVEMENTS IN REMUNERATION	6 .4	1 .3	... ...	4 .8	1 .3	2 .5	2 .3	2 .5
PROFESSIONAL GROWTH ACTIVITIES	66 4.3	8 2.3	19 6.1	25 5.0	14 3.7	24 5.6	25 3.6	17 4.1
OTHER	109 7.1	33 9.4	13 4.2	31 6.2	32 8.6	31 7.2	53 7.7	25 6.1
NONE	504 32.9	120 34.2	98 31.6	165 33.1	121 32.4	140 32.4	225 32.7	139 33.7
TOTAL	1,533 ...	351 ...	310 ...	498 ...	374 ...	432 ...	689 ...	412 ...

64. WHAT IN YOUR PRESENT POSITION AS A TEACHER HINDERS YOU MUST IN RENDERING THE BEST SERVICE OF WHICH YOU ARE CAPABLE

		SEX		AGE IN YEARS				EMPLOYMENT STATUS	
1	TOTAL SAMPLE 2	MEN 3	WOMEN 4	LESS THAN 30 5	30-39 6	40-49 7	50 OR MORE 8	ELEMENTARY 9	SECONDARY 10
LACK OF TIME TO TEACH	337 22.0	92 17.5	245 24.3	98 17.4	77 22.3	76 28.1	84 24.8	202 25.0	135 18.6
INSUFFICIENT MATERIALS, STAFF, FUNDS	462 30.1	133 25.3	329 32.7	187 33.3	100 29.0	73 27.0	95 28.0	260 32.2	202 27.8
NEGATIVE ATTITUDES OF PUPILS AND PARENTS, DISCIPLINE .	212 13.8	96 18.3	116 11.5	77 13.7	43 12.5	43 15.9	47 13.9	81 10.0	131 18.0
POOR ADMINISTRATION - SCHOOL CENTRAL OFFICE, OR SCHOOL BOARD	200 13.0	86 16.3	114 11.3	87 15.5	49 14.2	34 12.6	29 8.6	95 11.8	105 14.5
UNSATISFACTORY REMUNERATION	23 1.5	18 3.4	5 .5	10 1.8	6 1.7	2 .7	5 1.5	6 .7	17 2.3
POOR PREPARATION OF STUDENTS	15 1.0	3 .6	12 1.2	6 1.1	3 .9	... ...	6 1.8	10 1.2	5 .7
NEGATIVE RELATIONSHIP OR ATTITUDES OF COLLEAGUES .	44 2.9	16 3.0	28 2.8	16 2.8	10 2.9	7 2.6	11 3.2	18 2.2	26 3.6
INSUFFICIENT PREPARATION FOR THE FIELD IN WHICH TEACHING	23 1.5	7 1.3	16 1.6	9 1.6	3 .9	7 2.6	4 1.2	8 1.0	15 2.1
SCHOOL REORGANIZATION	13 .8	5 1.0	8 .8	4 .7	4 1.2	... ...	4 1.2	8 1.0	5 .7
OTHER	71 4.6	25 4.8	46 4.6	20 3.6	15 4.3	10 3.7	26 7.7	41 5.1	30 4.1
NONE	287 18.7	99 18.8	188 18.7	102 18.1	69 20.0	45 16.7	67 19.8	153 19.0	134 18.5
TOTAL	1,533 ...	526 ...	1,007 ...	562 ...	345 ...	270 ...	339 ...	807 ...	726 ...

64. WHAT IN YOUR PRESENT POSITION AS A TEACHER HINDERS YOU MOST IN RENDERING THE BEST SERVICE OF WHICH YOU ARE CAPABLE (Continued)

		GEOGRAPHICAL REGION				SIZE OF SCHOOL SYSTEM		
	TOTAL SAMPLE	NORTH-EAST	SOUTH-EAST	MIDDLE	WEST	LARGE	MEDIUM	SMALL
1	2	3	4	5	6	7	8	9
LACK OF TIME TO TEACH	337	67	70	110	90	92	154	91
	22.0	19.1	22.6	22.1	24.1	21.3	22.4	22.1
INSUFFICIENT MATERIALS, STAFF, FUNDS	462	102	100	130	130	124	222	116
	30.1	29.1	32.3	26.1	34.8	28.7	32.2	28.2
NEGATIVE ATTITUDES OF PUPILS AND PARENTS, DISCIPLINE .	212	52	53	61	46	75	98	39
	13.8	14.8	17.1	12.2	12.3	17.4	14.2	9.5
POOR ADMINISTRATION - SCHOOL CENTRAL OFFICE, OR SCHOOL BOARD	200	58	24	74	44	57	91	52
	13.0	16.5	7.7	14.9	11.8	13.2	13.2	12.6
UNSATISFACTORY REMUNERATION	23	5	4	9	5	6	8	9
	1.5	1.4	1.3	1.8	1.3	1.4	1.2	2.2
POOR PREPARATION OF STUDENTS	15	6	2	6	1	3	5	7
	1.0	1.7	.6	1.2	.3	.7	.7	1.7
NEGATIVE RELATIONSHIP OR ATTITUDES OF COLLEAGUES .	44	8	7	21	8	19	14	11
	2.9	2.3	2.3	4.2	2.1	4.4	2.0	2.7
INSUFFICIENT PREPARATION FOR THE FIELD IN WHICH TEACHING	23	6	6	3	8	5	12	6
	1,5	1.7	1.9	.6	2.1	1.2	1.7	1.5
SCHOOL REORGANIZATION	13	5	4	3	1	4	7	2
	.8	1.4	1.3	.6	.3	.9	1.0	.5
OTHER	71	18	11	25	17	19	32	20
	4.6	5.1	3.5	5.0	4.5	4.4	4.6	4.9
NONE	287	63	56	106	62	71	126	90
	18.7	17.9	18.1	21.3	16.6	16.4	18.3	21.8
TOTAL	1,533	351	310	498	374	432	689	412
	...	...	...	...	...	...	...	...